

Enrichment Extra Credit Assignment

*Write an essay that summarizes the main points in the article and present it to the class.**

- Your summary should be about one third of the length of the original article.
- Focus on the main point of the article and the most important details.
- Use your own words; avoid copying phrases and sentences from the article unless they're direct quotations.
- *Optional Component for even more extra credit points: Develop a presentation for the entire class in which you explain the science involved in the article.

Summary Essay Rubric

	4 points	3 points	2 points	1 point
Main Idea	Correctly identifies the main idea in a clear and accurate manner.	Correctly identifies most of main idea in a complete sentence.	Identifies an important idea but not the main idea in a complete sentence.	Identifies a detail but not the main idea.
Supporting Details	Clearly states 2 or more important details using own words or statements.	States at least 2 important details with some paraphrasing of information.	States at least 1 important detail. Demonstrates little if any paraphrasing.	Includes unnecessary details. Does not demonstrate any paraphrasing.
Conclusion	Writes a clear and specific concluding statement.	Writes an adequate concluding statement.	Writes a weak concluding statement.	Does not include a concluding statement.
Mechanics and Grammar	Contains few, if any spelling or grammatical errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many errors in punctuation, spelling and/or grammar that interferes with meaning.	Contains many errors in punctuation, spelling and/or grammar that make the piece illegible.

Up to 10 points extra credit

Scoring:

$$(\text{your score based on rubric above}) \times .625 = \text{Your extra credit points}$$

(round up to nearest whole number)

Per semester:

You may complete this task once as test extra credit and twice as homework extra credit.

Presentation Rubric

	4 points	3 points	2 points	1 point
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Graphics	Student's graphics explain and reinforce screen text and presentation.	Student's graphics relate to text and presentation.	Student occasionally uses graphics that rarely support text and presentation.	Student uses superfluous graphics or no graphics
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.

Up to 10 points extra credit

Scoring:

$$(\text{your score based on rubric above}) \times .4 = \text{Your extra credit points}$$

(round up to nearest whole number)

Per semester:

You may complete this task once as test extra credit and twice as homework extra credit.