

Alice's Adventures in Wonderland & Through the Looking Glass Reading Projects

Assessment Rationale and Directions:

As a closing assessment for our first unit, you will be creating a project reflecting your understanding and analysis of *Alice's Adventures in Wonderland & Through the Looking Glass*. These projects will be creative, and the choice of representative artifact is yours to determine, but the underpinnings of your creativity will be analytical.

Your artifact and presentation will reflect your knowledge of the text from one of the following critical modes of your choice:

1. A direct *New Criticism* analysis of what you feel is a key passage or passages to understanding this novel.
- OR**
2. An Archetypal/Myth Critique (A "Cave" Reading) of a key passage or passages you feel epitomizes what Thomas C. Foster asserts in Chapters 1, 2, 3, 5, 6, 7, 8, , 18, or 21 (or a combination of any of these chapters) from *How to Read Literature Like a Professor*.



The Artifact Rubric (Criterion A of the IOP Rubric) – 70% of Overall Project Grade:

Your artifact is a meta- analytical thesis statement.

I am grading your artifact's ability to convey an analytical assertion concerning the abstract meaning as understood from the text by your analytical interpretation. Your artifact needs to *clearly demonstrate* an abstract and analytical understanding of the text from one of the two critical lenses above. "C" artifacts will represent the average, so an "A" artifacts, while certainly attainable, will require an unique and in-depth understanding and critical stance on the work.

In an effort to clarify the presentation standards as measured by **Criterion A** of the IOP rubric for this initial IB English project, the following chart offers an insight into what each Criterion A is truly assessing in how you communicate "knowledge and understanding of the work." Use these general guidelines below to interpret how good IOP artifacts successfully demonstrate a student's knowledge and understanding through the IOP in creative and original ways.

Exemplary:

- Artifact *demonstrates* a thorough and deep understanding of the text.
- Takes a *strong* critical and *creative* stance that reflects a *depth* of textual analysis.

Very Good or Above Average:

- Artifact *illustrates* a fundamentally sound critical textual understanding.
- *Deliberately and directly* analyzes/critiques important textual/literary elements.

Adequate or Average:

- Artifact *merely presents* an appropriate and some critical understanding of the text.
- Directly Analyzes/critiques **some** important textual/literary elements. Analysis may be general *but substantiated*.

Superficial to Little Knowledge: demonstrated

- Artifact presents a *generic* understanding of the text *with little or no* analytical insight or support.
- Analyzes/critiques **few, if any**, important direct textual/literary elements. Interpretation and unsubstantiated assumption is passed off as "analysis."



The Presentation Rubric The Artifact Rubric (Criterion B of the IOP Rubric)– 30% of Overall Project Grade:

A portion of your project grade will come from a **3-minute** presentation that you will be giving to the class rationalizing your artifact in analytical terms.

The oral presentation component of this project is in defense of your artifact as if it were a written analytical thesis statement. Your presentation will not only describe your project, but will also include a strong rationale for your analytically-driven creative choices.

This 30% of the overall project grade will be derived from **Criterion B** of the IOP rubric (below) as a way to begin practicing your oral presentation skills for the IOP by beginning to think about how to engage your audience.

Criterion C will not figure into this assessment. However, do be aware of the standards assessed by Criterion C, as this will be scored for your next presentation.

Criterion A: Knowledge and understanding of the work(s) – 70% of This Project

How much knowledge and understanding does the student show of the work(s) used in the presentation?

Marks Level descriptor

- 0 The work does not reach a standard described by the descriptors below.
- 1–2 There is little knowledge or understanding of the content of the work(s) presented.
- 3–4 There is some knowledge and superficial understanding of the content of the work(s) presented.
- 5–6 There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.
- 7–8 There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.
- 9–10 There is excellent knowledge and understanding of the content and the implications of the work(s) presented.

Criterion B: Presentation – 30% of This Project

How much attention has been given to making the delivery effective and appropriate to the presentation?

To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

Marks Level descriptor

- 0 The work does not reach a standard described by the descriptors below.
- 1–2 Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.
- 3–4 Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.
- 5–6 Delivery of the presentation is appropriate, with a clear intention to interest the audience.
- 7–8 Delivery of the presentation is effective, with suitable strategies used to interest the audience.
- 9–10 Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.

Criterion C: Language

How clear and appropriate is the language?

How well is the register and style suited to the choice of presentation? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)

Marks Level descriptor

- 0 The work does not reach a standard described by the descriptors below.
- 1–2 The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.
- 3–4 The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.
- 5–6 The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.
- 7–8 The language is clear and appropriate, with register and style consistently suited to the choice of presentation.
- 9–10 The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

Grade Calculation:

Artifact: _____ X 7 = _____ /70 PTS.

+

Presentation (Criterion B): _____ X 3 = _____ / 30 PTS.

=

_____ /100 PTS.

NAME: _____

TITLE OF ARTIFACT: _____

(Please Submit the Form BEFORE Your Presentation)