World History - 2014 Name:

**Evaluation of Alternative Assessment – Second Semester**

**This rubric will be used to evaluate your final presentation. The value of your project is 100 points.**

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|  | **Exemplary (15)** | **Meets (12)** | **Developing (9)** | **Beginning 7)** |
| **Introduction, research question and argument**  **(15 points)** | Distinguished introduction, research question and argument that responds completely to the question and is strongly incorporated into the presentation. | The introduction, research question and argument adequately address the question and is incorporated into the presentation. | The introduction, research question and argument have room to be strengthened. It may be noticeable in the presentation. | The introduction, research question and argument are weak or missing from the presentation. |

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|  | **Exemplary (30)** | **Meets (24)** | **Developing (21)** | **Beginning (15)** |
| **Body - Examples, images, text, analysis**  **(30 points)** | Excellent incorporation of examples, relevant research, facts, images and videos support the research question and argument  Examples are supported with strong analysis to strengthen the argument and convince viewers.  Text is limited to more emphasized points or complemented by excellent narration | Good incorporation of examples, relevant research, facts, images and videos support the research question and argument  Examples are supported with good analysis to strengthen the argument and convince viewers  Text is limited to more emphasized points, but may be used a little more than needed throughout the narration | Somewhat good incorporation of examples - the research, facts, images and videos help support the research question and arguments in parts.  Examples are supported with some analysis at times, but it does not fully strengthen the argument and convince viewers.  Text is used frequently across the presentation and may be used more than images, video and narration | Limited incorporation of examples – the research, facts, images and videos do not support the research question and argument  Examples are minimally supported with limited analysis, which does not strengthen the argument nor does it convince viewers.  Text is used overwhelmingly across the presentation, which detracts from the purpose of this assignment. |

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|  | **Exemplary (15)** | **Meets (12)** | **Developing (9)** | **Beginning (7)** |
| **Opposing viewpoints and conclusion**  **(15 points)** | Opposing viewpoint is clearly presented and linked to the research question and argument.  The conclusion is comprehensive of the presentation, strongly makes connections to the course material and ends with a thought-provoking statement or idea. | Opposing viewpoint is present and is connected to the research question and argument.  The conclusion restates the argument, makes a connection to the course material, may end abruptly or with a simple ending. | Opposing viewpoint is present, but it is abridged from the research question and argument.  The conclusion may not reference the argument or research question, does not connect to course material and ends abruptly | Opposing viewpoint is minimal or absent (a simple restatement of an argument)  The conclusion is nearly absent from the presentation. |

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|  | **Exemplary (20)** | **Meets (16)** | **Developing (12)** | **Beginning (10)** |
| **Narration, delivery and timing**  **(20 points)** | Fully prepared with minimal pauses, free of informal phrases (likes and ums), confident and conversational – the presenter engages the audience and it is very clear that they are knowledgeable of their specific topic. Highly enthusiastic about the topic. | Mostly prepared beforehand, mostly free of informal phrases (likes and ums), confident and somewhat conversational, engages the audience, it is mostly clear that they are knowledgeable of their specific topic. Enthusiasm is shown. | Partially prepared beforehand with use of informal phrases (likes and ums), infrequently confident and conversational at times, and it is noticeable that more time could be spent acquiring knowledge of the specific topic. Little enthusiasm. | Not prepared beforehand with frequent pauses, frequent use of informal phrases (likes and ums), lack of confidence, rarely conversational, and it is very noticeable that more time and preparation was needed. No enthusiasm |

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|  | **Exemplary (10)** | **Meets (8)** | **Developing (6)** | **Beginning (4)** |
| **Planning**  **Includes: Thesis and Outline**  **(10 points)** | Time allotted in class used highly productively to produce thesis and outline on time. Both follow the suggested format for this assignment and show pride and effort in the chosen topic. | Time allotted in class used productively at times to produce thesis and outline on time. Formatted differently for this assignment but effort is noticeable. | Time allotted in class is not used as productively as it should to produce both the thesis and outline on time. Effort and pride in the assignment is minimal. | Time allotted is not used , many have been distracting others during planning times, thesis and outline are not submitted on time. |

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|  | **Exemplary (10)** | **Meets (8)** | **Developing (6)** | **Beginning (4)** |
| **Bibliography (10)** | All sources (information and graphics) are accurately documented in the desired format. At least 6 sources are used and 2-2-2. | All sources (information and graphics) are accurately documented in the desired format. At least 6 sources are used, but 2-2-2 is not followed. | All sources (information and graphics) are accurately documented in the desired format. Fewer than 6 sources are used. | Some sources are not accurately documents. |

Final Grade: \_\_\_\_\_\_\_\_\_\_\_/100

Comments on your presentation/rationale for your grade: