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| **Rubric 32 points**   1. **I can research and present in depth information on my family history.** 2. **I can present information about myself .** 3. **I can create a visual piece in order to display the above information and I can do so in a creative and original way.** | | | | | |
| **Criteria** | **Distinguished** 8 | **Proficient** 6 | | **Basic** 4 | Unacceptable2 |
| ***Organization*** | -- Extremely well organized.  --Introduces the purpose of the presentation clearly and creatively.  --Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points  -- Student presents information in logical, interesting sequence which audience can follow.  --Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented. | | -- Generally well organized.  --Introduces the purpose of the presentation clearly.  --Include transitions to connect  key points but better transitions from idea to idea are noted.  -- Most information presented in logical sequence; A few minor points may be confusing  --Ends with an summary of main points showing some evaluation of the evidence presented. | -- Somewhat organized.  --Introduces the purpose of the presentation  --Includes some transitions to  connect key points but there is difficulty in following presentation.  -- Student jumps around topics. Several points are confusing.  --Ends with a summary or conclusion; little evidence of evaluating content based on  Evidence. | -- Poor or non existent organization.  --Does not clearly introduce the  purpose of the presentation  --Uses ineffective transitions that  rarely connect points; cannot understand presentation because there is no sequence for information.  -- Presentation is choppy and disjointed; no apparent logical order of presentation  --Ends without a summary or conclusion. |

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| **Criteria** | **Distinguished** | **Proficient** | **Basic** | **Unacceptable** |
| ***Content: Depth and Accuracy Content. Real World Examples/***  ***Connections*** | --Speaker provides an accurate and complete explanation of key information and concepts  --Provides evidence of extensive  and valid research with multiple  and varied sources.  --Combines and evaluates existing  ideas to form new insights.  --Information completely accurate; all names and facts were precise and explicit  --Level of presentation is appropriate for the audience. | --For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included.  --Presents evidence of valid  research with multiple sources.  --Combines existing ideas to form  new insights.  --No significant errors are made; a few inconsistencies or errors in information.  --Level of presentation is generally appropriate. | --Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis.  --Presents evidence of research  with sources.  --Combines existing ideas.  --Enough errors are made to distract a knowledgeable listener, but some information is accurate.  --Portions of presentation are too elementary or too sophisticated for audience. | --No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way.  -Presents little or no evidence of  valid research.  --Shows little evidence of the combination of ideas.  --Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information.  --Presentation consistently is too elementary or too sophisticated for the audience. |

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| **Criteria** | **Distinguished** | **Proficient** | **Basic** | **Unacceptable** |
| *Creativity* | --Uses the unexpected to full advantage; very original, clever, and creative approach that captures audience's attention. | --Some originality apparent; clever at times; good variety and blending of materials/media. | --Little or no variation; a few original touches but for the most part material presented with little originality or interpretation. | -- Bland, predictable, and lacked “zip. Repetitive with little or no variety; little creative energy used. |

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| **Criteria** | **Distinguished** | | **Proficient** | **Basic** | **Unacceptable** |
| Audience Response-  Presentation | --Involved the audience in the presentation; held the audience's attention throughout.  spoke loud and clear.  Showed enthusiasm  gave eye contact | --Presented facts with some interesting "twists"; held the audience's attention most of the time.  sometimes spoke loud and clear  sometimes showed enthusiasm  gave eye contact most of the time | | --Some related facts but went off topic and lost the audience.  volume fluctuated  little to no eye contact  little enthusiasm shown | --Incoherent; audience lost interest.  voice was not loud enough for everyone to hear  no eye contact  no enthusiasm + monotone |
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