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| **Rubric 40 points Formative**  **Essential Questions:**  **How did Napoleon Rise to power? (Childhood, education, military career)**  **How did Emperor Napoleon come to dominate Europe?**  **What were Napoleon’s most important Policies/ laws?**  **What was Napoleon’s legacy , hero or tyrant?** | | | | | |
| **Criteria** | **Distinguished** 8 | **Proficient** 6 | | **Basic** 4 | Unacceptable2 |
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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 concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues.  --Provides evidence of extensive  and valid research with multiple (you provide number)  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 | --Involved the audience in the presentation; held the audience's attention throughout. | --Presented facts with some interesting "twists"; held the audience's attention most of the time. | | --Some related facts but went off topic and lost the audience. | --Incoherent; audience lost interest. |
| Attendance and Productivity /Collaboration | --Involved all the group members in the research and presentation. Used time wisely and worked collaboratively /efficiently | Some Group members were Involved  In the research and presentation. Used time wisely and worked collaboratively /efficiently most of the time. One absence | | --Little collaboration – Did not use time wisely  -Off task  \_received verbal warning   * More than 2 absences | * No work * No collaboration * Poor attendance |