Name(s)

Class:

10th Grade History Presentation Rubric

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| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| Content (Common Core RH.9-10.2, RH.9-10.3, WHST.9-10.1, WHST.9-10.2, WHST.9-10.9) | *Does not* draw on evidence found in research to inform the audience of the different aspects of his/her assigned historic period. Student *does not* demonstrate an understanding of the content of his/her paper/presentation.  | *Somewhat* draws on evidence found in research to inform the audience of the different aspects of his/her assigned historic period. Student demonstrates a *vague* understanding of the content of his/her paper/presentation.  | Student *mostly* draws on evidence found in research to inform the audience of the different aspects of his/her assigned historic period. Student demonstrates a *good* understanding of the content of his/her paper/presentation.  | Student draws on evidence found in research to inform the audience of the different aspects of his/her assigned historic period. Student demonstrates a *keen* understanding of the content of his/her paper/presentation.  |
| Organization and Style (Common Core WHST.9-10.4) | *Weakly* introduces topic, does not preview what is to follow. *Does not attempt* to organize ideas using any strategies. Produced writing that is not appropriate to task, purpose or audience.  | *Vaguely* introduces the topic, previewing what is to follow. Organizes ideas using *incorrect* strategies. Produced writing that is *vaguely* appropriate to task, purpose and audience. | Introduces the topic, previewing what is to follow. Organizes ideas using the strategies *that semi-work.* Produced writing that is *mostly* appropriate to task, purpose and audience. | Introduces the topic *clearly*, previewing what is to follow. Organizes ideas using the correct strategies. Produced writing that *is* appropriate to task, purpose and audience. |
| Citations, paraphrasing, and summaries (Common Core RH.9-10.1, WHST.9-10.8) | Student *failed to* gather information from multiple credible sourcesand *does not* demonstrate a solid understanding of the information that is being spoken about. In-text citations and citation page are *not* done properly. | Student gathered information from multiple *somewhat* credible sourcesand demonstrates an understanding of the information that is being spoken about. In-text citations and citation page are *somewhat* done properly. | Student gathered information from multiple mostly credible sourcesand demonstrates a solid understanding of the information that is being spoken about. In-text citations and citation page are *mostly* done properly. | Student *effectively* gathered information from multiple credible sources and demonstrates a solid understanding of the information that is being spoken about. In-text citations and citation page are done properly. |
| Quality of writing (Common Core L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6) | Produced writing that is *not* appropriate to task, purpose, or audience. | Produced writing that is *vaguely* appropriate to task, purpose, and audience. | Produced writing that is *mostly* appropriate to task, purpose, and audience. | Produced writing that *is* appropriate to task, purpose, and audience. |
| Use of Multi-Media (Common Core WHST.9-10.6 SL.9-10.2, SL.9-10.5) | *Struggles to* use presentation software and includes images, videos and documents that *took away from* the audience’s overall understanding of the content. | Attempted to used presentation software and included *a few* images, videos and documents that *did not add* to the audience’s overall understanding of the content. | Used presentation software *sufficiently* and included *some* images, videos and documents that *somewhat contributed* to the audience’s overall understanding of the content. | Used presentation software *effectively* and included *a number* of images, videos and documents that *added* to the audience’s overall understanding of the content. |
| Speaking (Common Core SL.9-10.3, SL.9-10.6) | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *little to none of the time*. | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *some of the time.* | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *most of the time.* | Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english *consistently*.  |

Comments: