Name(s)

Class:

Prehistoric Research Report and Presentation

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|  | 1 | 2 | 3 | 4 |
| Content (Common Core RST.11-12.4, RST.11-12.10, WHST.11-12.1, WHST.11-12.9) | *Does not* draw on evidence found in research to inform the audience of the different aspects of his/her assigned Prehistoric 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 Prehistoric 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 Prehistoric 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 Prehistoric Period. Student demonstrates a *keen* understanding of the content of his/her paper/presentation. |
| Organization and Style (Common Core RST.11.12.5, RST.6-8.7) | *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 RST.11-12.9, RST.11-12.1, RST.11-12.2, WHST.11-12.8) | 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 WHST.11-12.4) | 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. |
| Improvement from rough draft (Common Core WHST.11-12.5) | D*id not* turn in rough draft or *did not* improve report from rough draft phase. | With some guidance, *somewhat* improved report from the original rough draft. | With some guidance, *notably* improves report from the original rough draft. | With some guidance, *greatly* improves report from the original rough draft. |
| Use of Multi-Media (Common Core WHST.11-12.6, SL.11-12.2, SL.11-12.5) | *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.11-12.4, SL11-12.6, L11-12.1) | 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: