

North Lawndale College Prep High School  
**Junior Project Presentation Rubric**  
 2013-2014

Junior's Name: \_\_\_\_\_ Presentation Class: \_\_\_\_\_ Date: \_\_\_\_\_  
 Social Studies Teacher: \_\_\_\_\_ Science Teacher: \_\_\_\_\_  
 English Teacher: \_\_\_\_\_ Math Teacher: \_\_\_\_\_

<b>Skill</b>		<b>An <u>A</u> Presentation has</b>	<b>A <u>B</u> Presentation has</b>	<b>A <u>C</u> Presentation has</b>	<b>An <u>F</u> Presentation has</b>	<b>Points</b>
<b>CONTENT</b> of the Junior Project Presentation (50%)	<b>INTRODUCTION</b> A beginning which describes why the topic was chosen	An <i>exceptional</i> beginning which describes why the topic was chosen <i>Points Possible (20-18)</i>	An <i>effective</i> beginning which describes why the topic was chosen <i>Points Possible (17-16)</i>	A <i>somewhat effective</i> beginning which describes why the topic was chosen <i>Points Possible (15-14)</i>	<i>Noor little</i> beginning which describes why the topic was chosen <i>Points Possible (13-0)</i>	/20
	<b>THESIS/CLAIM</b> The <b>B</b> : the statement of your argument; the essay's "main idea"	An <i>exceptional</i> thesis/claim ( <b>B</b> ) that responds to the Driving Question <i>Points Possible (10)</i>	An <i>effective</i> thesis/claim ( <b>B</b> ) that responds to the Driving Question <i>Points Possible (9-8)</i>	A <i>somewhat effective</i> thesis/claim ( <b>B</b> ) that <i>somewhat</i> responds to the Driving Question <i>Points Possible (7)</i>	<i>No</i> thesis/claim ( <b>B</b> ), one that <i>does not make sense</i> , or one that <i>does not respond to the Driving Question</i> <i>Points Possible (6-0)</i>	/10
	<b>BACKGROUND INFORMATION</b> Before the argument begins, appropriate and necessary information that provides context for the argument (e.g., historical, socioeconomic, geographical, statistical, etc.)	<i>Exceptional</i> background information that provides appropriate and necessary context for the argument <i>Points Possible (20-18)</i>	<i>Effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible (17-16)</i>	<i>Somewhat effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible (15-14)</i>	<i>No or little</i> background information that provides appropriate and necessary context for the argument <i>Points Possible (13-0)</i>	/20
	<b>SUPPORTING IDEAS/REASONS</b> Ideas/Reasons ( <u>A</u> s) that support thesis/claim ( <b>B</b> )	<i>Exceptional</i> ideas/reasons ( <u>A</u> s) that logically support the thesis/claim ( <b>B</b> ) <i>Points Possible (20-18)</i>	<i>Effective</i> ideas/reasons ( <u>A</u> s) that logically support the thesis/claim ( <b>B</b> ) <i>Points Possible (17-16)</i>	Ideas/Reasons ( <u>A</u> s) that <i>somewhat</i> support the thesis/claim ( <b>B</b> ) <i>Points Possible (15-14)</i>	Either <i>very few</i> or <i>no</i> ideas/reasons ( <u>A</u> s) or ones that <i>do not support the thesis/claim (B)</i> <i>Points Possible (13-0)</i>	/20
	<b>OPPOSING IDEAS/REASONS and REBUTTAL</b> Ideas/Reasons ( <u>O</u> s) that oppose thesis/claim ( <b>B</b> )	<i>Exceptional</i> ideas or reasons ( <u>O</u> s) that logically oppose the thesis/claim ( <b>B</b> ); <i>exceptional</i> rebuttal ( <b>R</b> s) to those opposing ideas <i>Points Possible (20-18)</i>	<i>Effective</i> ideas/reasons ( <u>O</u> s) that logically oppose the thesis/claim ( <b>B</b> ); <i>effective</i> rebuttal ( <b>R</b> s) to those opposing ideas <i>Points Possible (17-16)</i>	Ideas/reasons ( <u>A</u> s) that <i>somewhat</i> oppose the thesis/claim ( <b>B</b> ); <i>somewhat effective</i> rebuttal ( <b>R</b> s) to those opposing ideas <i>Points Possible (15-14)</i>	Either <i>very few</i> or <i>no</i> opposing ideas/reasons ( <u>A</u> s) or ideas/reasons which <i>do not oppose the thesis/claim (B)</i> ; <i>little</i> or <i>no</i> rebuttal ( <b>R</b> s) to the opposing ideas ( <u>O</u> s) <i>Points Possible (13-0)</i>	/20
	<b>EVIDENCE for IDEAS/REASONS</b> Evidence, including appropriate set-ups of evidence, that support Ideas/Reasons ( <u>A</u> s and <u>O</u> s)	<i>Exceptional</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons ( <u>A</u> s and <u>O</u> s) <i>Points Possible (20-18)</i>	<i>Effective</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons ( <u>A</u> s and <u>O</u> s) <i>Points Possible (17-16)</i>	Evidence, including appropriate set-ups of evidence, that <i>somewhat</i> support ideas/reasons ( <u>A</u> s and <u>O</u> s) <i>Points Possible (15-14)</i>	Either <i>little</i> or <i>no</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons ( <u>A</u> s and <u>O</u> s) <i>Points Possible (13-0)</i>	/20
	<b>ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS</b> Logical explanations that link the evidence to the supporting or opposing ideas/reasons ( <u>A</u> s) and the thesis/claim ( <b>B</b> )	<i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons ( <u>A</u> s and <u>O</u> s) and the thesis/claim ( <b>B</b> ) <i>Points Possible (20-19)</i>	<i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons ( <u>A</u> s and <u>O</u> s) and the thesis/claim ( <b>B</b> ) <i>Points Possible (17-16)</i>	<i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons ( <u>A</u> s and <u>O</u> s) and the thesis/claim ( <b>B</b> ) <i>Points Possible (15-14)</i>	<i>Ineffective</i> or <i>no</i> explanation of evidence to the supporting or opposing ideas/reasons ( <u>A</u> s and <u>O</u> s) and the thesis/claim ( <b>B</b> ) <i>Points Possible (13-0)</i>	/20
	<b>PROPOSAL</b> One or more major idea to solve the identified problem, with idea separated into at least three parts; full explanation of each part	<i>Exceptional</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible (10)</i>	<i>Effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible (9-8)</i>	<i>Somewhat effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible (7)</i>	<i>Little</i> or <i>no</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible (6-0)</i>	/20
<b>INTENDED AUDIENCE FOR PROPOSAL</b> Appropriate use of language, tone, and style to reach the intended audience for the proposal	Awareness of audience, purpose, and occasion through the use of <i>exceptionally</i> appropriate language, tone, and style <i>Points Possible (10)</i>	Awareness of audience, purpose, and occasion through the use of <i>effective</i> language, tone, and style <i>Points Possible (9-8)</i>	Awareness of audience, purpose, and occasion through the use of <i>somewhat effective</i> language, tone, and style <i>Points Possible (7)</i>	<i>Ineffective</i> awareness of audience, purpose, and occasion through the <i>ineffective</i> use of appropriate language, tone, and style <i>Points Possible (6-0)</i>	/20	
<b>Total Content Points</b>						<b>/150</b>

		Skill	An <u>A</u> Presentation has	A <u>B</u> Presentation has	A <u>C</u> Presentation has	An <u>F</u> Presentation has	Points	
<b>CREATIVE ELEMENT</b> of the Junior Project Presentation (30%)	Visual Aid: PowerPoint, etc.	<b>LAYOUT</b> <i>Enrich and captivate the audience's understanding through the visual aid</i>	An <i>exceptional</i> visual theme — colors, designs, and proportions; An <i>exceptional</i> use of headings, subheadings, and text to create a consistent overall idea; and An <i>appropriate</i> text length. <i>Points Possible (30-27)</i>	An <i>effective</i> visual theme — colors, designs, and proportions; An <i>effective</i> use of headings, subheadings, and text to create a consistent overall idea; and A <i>mostly appropriate</i> text length. <i>Points Possible (26-24)</i>	A <i>somewhat effective</i> visual theme — colors, designs, and proportions; a <i>somewhat effective</i> use of headings, subheadings, and text to create a consistent overall idea; and <i>at times</i> , an <i>inappropriate</i> text length. <i>Points Possible (23-21)</i>	An <i>ineffective</i> visual theme — colors, designs, and proportions; An <i>ineffective</i> use of headings, subheadings, and text to create a consistent overall idea; and An <i>inappropriate</i> text length. <i>Points Possible (20-0)</i>	/30	
		<b>TEXT MECHANICS (of Visual Aid Only)</b> <i>In Visual Aid, correctly use grammar; correctly spell, punctuate, and capitalize; and correctly format</i>	<i>Exceptional</i> understanding and application of standard English grammar; <i>Correct</i> punctuation and capitalization; and <i>Correct</i> spelling. <i>Points Possible (30-27)</i>	<i>Effective</i> understanding and application of standard English grammar; <i>Some incorrect instances</i> of punctuation and capitalization; and <i>Some</i> misspellings. <i>Points Possible (26-24)</i>	<i>Somewhat effective</i> understanding and application of standard English grammar; <i>Several incorrect instances</i> of punctuation and capitalization; and <i>Several</i> misspellings. <i>Points Possible (23-21)</i>	<i>Ineffective</i> understanding and application of standard English grammar; <i>Many incorrect instances</i> of punctuation and capitalization; and <i>Many</i> misspellings. <i>Points Possible (20-0)</i>	/30	
		<b>GRAPHICS, SOUND, and/or ANIMATION/VIDEO</b> <i>Effectively integrate multimedia into the visual aid</i>	<i>Exceptional</i> use of graphics, sound, and/or animation/video to create a consistent overall idea; and <i>Exceptional</i> sizing and resolution. <i>Points Possible (30-27)</i>	<i>Effective</i> use of graphics, sound, and/or animation/video to create a consistent overall idea; and <i>Effective</i> sizing and resolution. <i>Points Possible (26-24)</i>	<i>Somewhat effective</i> use of graphics, sound, and/or animation/video to create a consistent overall idea; and <i>Somewhat effective</i> sizing and resolution. <i>Points Possible (23-21)</i>	<i>Ineffective</i> use of graphics, sound, and/or animation/video to create a consistent overall idea; and <i>Ineffective</i> sizing and resolution. <i>Points Possible (20-0)</i>	/30	
<b>DELIVERY</b> of the Junior Project Presentation (20%)	The Public Speaking Skills	<b>EYE CONTACT</b> Develop rapport with the audience through eye contact	<i>Exceptional</i> eye contact with the entire audience, seldom returning to notecards. <i>Points Possible (10)</i>	<i>Effective</i> eye contact with the audience - but some distracting use of notecards and/or visual aid. <i>Points Possible (9-8)</i>	<i>Some</i> eye contact with the audience, frequently returning to the distracting use of notecards and/or visual aid. <i>Points Possible (7)</i>	<i>Little or no</i> eye contact with the audience. <i>Points Possible (6-0)</i>	/10	
		<b>VOICE</b>	<b>ELOCUTION</b> Articulate voice clearly and confidently	<i>Exceptionally</i> clear, correct, and precise pronunciation of all words and phrases.	Clear, correct, and precise pronunciation of <i>most</i> words and phrases.	Clear, correct, and precise pronunciation of <i>some</i> words and phrases.	<i>Unclear, incorrect, and/or imprecise</i> pronunciation of words and phrases.	/10
			<b>Spoken GRAMMAR and USAGE</b> No unintended problems with grammar, e.g., subject-verb agreement, pronoun-antecedent agreement, and verb tenses; no unintended usage problems	<i>Exceptional</i> control of grammar and usage with no errors <i>Points Possible (10)</i>	<i>Effective</i> control of grammar and usage, with few errors that do not prevent understanding <i>Points Possible (9-8)</i>	<i>Somewhat effective</i> control of grammar and usage, with occasional errors that limit understanding <i>Points Possible (7)</i>	A <i>lack of</i> control of grammar and usage, with frequent errors that prevent understanding <i>Points Possible(6-0)</i>	
		<b>POSTURE and GESTURES</b> Use body language to enhance presentation	<i>Exceptional</i> posture: Standing straight with both feet on the ground, and/or <i>Exceptional</i> gestures: hand gestures <i>enhance</i> audience's understanding. <i>Points Possible (10)</i>	<i>Effective</i> posture: Standing straight with both feet on the ground, with some rocking back and forth; and/or <i>Effective</i> gestures: hand gestures <i>assist</i> audience's understanding. <i>Points Possible (9-8)</i>	<i>Somewhat effective</i> posture: Some standing straight, but with rocking back and forth and slumping; and/or <i>Somewhat effective</i> gestures: hand gestures <i>sometimes assist</i> audience's understanding. <i>Points Possible (7)</i>	<i>Ineffective</i> posture: Sits or slumps during entire presentation; and/or <i>Ineffective</i> gestures: few or no hand gestures that assist audience's understanding. <i>Points Possible (6-0)</i>	/10	
		<b>ENTHUSIASM</b> Convey emotion during the presentation	<i>Exceptionally</i> strong and positive attitude about topic during the entire presentation. <i>Points Possible (10)</i>	<i>Pleasant</i> attitude about topic during much of the presentation. <i>Points Possible (9-8)</i>	<i>Engaged</i> attitude about topic during the some of the presentation. <i>Points Possible (7)</i>	<i>Disengaged</i> attitude about topic during the most of the presentation. <i>Points Possible (6-0)</i>	/10	
		<b>TRANSITIONS</b> Connections made between and among the various parts of the presentation	<i>Exceptional</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (10)</i>	<i>Effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (9-8)</i>	<i>Somewhat effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (7)</i>	<i>Ineffective or no</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible (6-0)</i>	/10	
		<b>INTERACTION with the AUDIENCE</b>	<i>Exceptional</i> encouragement of audience interaction; and <i>Exceptional</i> knowledge of the topic displayed while responding confidently, precisely, and appropriately to all audience questions. <i>Points Possible (10)</i>	<i>Effective</i> encouragement of audience interaction; and <i>Effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible (9-8)</i>	<i>Somewhat effective</i> encouragement of audience interaction; and <i>somewhat effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible (7)</i>	<i>Insufficient</i> encouragement of audience interaction; and <i>Insufficient</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible (6-0)</i>	/10	

**Final Junior Project Presentation Grade: \_\_\_\_\_/300**

(Each junior must earn a B-[80% or 240 points or higher] in order to pass his/her Junior Project Presentation.)