

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: _____

| | | 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 |
|--|--|--|--|--|--|---|-------------|
| CONTENT of the Junior Project Presentation (50%) | The Argument: Organization, Analysis/Synthesis, and Continuity | INTRODUCTION 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>No or little</i> beginning which describes why the topic was chosen <i>Points Possible (13-0)</i> | /20 |
| | THESIS/CLAIM The statement of your argument; the essay's "main idea" | An <i>exceptional</i> thesis/claim that responds to the Driving Question <i>Points Possible (10)</i> | An <i>effective</i> thesis/claim that responds to the Driving Question <i>Points Possible (9-8)</i> | A <i>somewhat effective</i> thesis/claim that <i>somewhat</i> responds to the Driving Question <i>Points Possible (7)</i> | <i>No</i> thesis/claim, 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 | |
| | BACKGROUND INFORMATION 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 | |
| | SUPPORTING IDEAS/REASONS Ideas/Reasons that support thesis/claim | <i>Exceptional</i> ideas/reasons that logically support the thesis/claim <i>Points Possible (20-18)</i> | <i>Effective</i> ideas/reasons that logically support the thesis/claim <i>Points Possible (17-16)</i> | Ideas/Reasons that <i>somewhat</i> support the thesis/claim <i>Points Possible (15-14)</i> | Either <i>very few</i> or <i>no</i> ideas/reasons or ones that <i>do not support the thesis/claim</i> <i>Points Possible (13-0)</i> | /20 | |
| | OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons that oppose thesis/claim | <i>Exceptional</i> ideas or reasons that logically oppose the thesis/claim (B); <i>exceptional</i> rebuttal to those opposing ideas <i>Points Possible (20-18)</i> | <i>Effective</i> ideas/reasons that logically oppose the thesis/claim; <i>effective</i> rebuttal to those opposing ideas <i>Points Possible (17-16)</i> | Ideas/reasons that <i>somewhat</i> oppose the thesis/claim; <i>somewhat effective</i> rebuttal to those opposing ideas <i>Points Possible (15-14)</i> | Either <i>very few</i> or <i>no</i> opposing ideas/reasons or ideas/reasons <i>which do not oppose the thesis/claim</i> ; <i>little</i> or <i>no</i> rebuttal to the opposing ideas <i>Points Possible (13-0)</i> | /20 | |
| | EVIDENCE for IDEAS/REASONS Evidence, including appropriate set-ups of evidence, that support Ideas/Reasons | <i>Exceptional</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons <i>Points Possible (20-18)</i> | <i>Effective</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons <i>Points Possible (17-16)</i> | Evidence, including appropriate set-ups of evidence, that <i>somewhat</i> support ideas/reasons <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 <i>Points Possible (13-0)</i> | /20 | |
| | ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS Logical explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim | <i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible (20-19)</i> | <i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible (17-16)</i> | <i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible (15-14)</i> | <i>Ineffective</i> or <i>no</i> explanation of evidence to the supporting or opposing ideas/reasons and the thesis/claim <i>Points Possible (13-0)</i> | /20 | |
| | PROPOSAL 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 | |
| | INTENDED AUDIENCE FOR PROPOSAL 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> | | |
| Total Content Points | | | | | | | /150 |

| | | 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 | |
|--|------------------------------|--|---|---|---|--|---|-----|
| CREATIVE ELEMENT of the Junior Project Presentation (30%) | Visual Aid: PowerPoint, etc. | LAYOUT <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 | |
| | | TEXT MECHANICS (of Visual Aid Only) <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 | |
| | | GRAPHICS, SOUND, and/or ANIMATION/VIDEO <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 | |
| DELIVERY of the Junior Project Presentation (20%) | The Public Speaking Skills | EYE CONTACT 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 | |
| | | VOICE | ELOCUTION 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 |
| | | | Spoken GRAMMAR and USAGE 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> | |
| | | POSTURE and GESTURES 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 | |
| | | ENTHUSIASM 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 | |
| | | TRANSITIONS 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 | |
| | | INTERACTION with the AUDIENCE | <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.) | | | | | | | | |