

Student Version: Junior Project Presentation Rubric, 2013-2014

Presenter's Name: _____ Evaluator's Name: _____

Presentation Teacher's Name: _____ Period: _____ Date: _____

(Student: Please return this completed Junior Project Rubric to the Presentation teacher.)

| | | Skill | A | B | C | F | 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 | Exceptional (20-18) | Effective (17-16) | Somewhat effective (15-14) |
| THESIS/CLAIM The B : the statement of your argument; the essay's "main idea" | Exceptional (10-9) | | | Effective (8) | Somewhat effective (7) | None - or does not make sense (6-0) | /10 |
| BACKGROUND INFORMATION Before the argument begins, appropriate and necessary information that provides context for the argument (e.g., historical, socioeconomic, geographical, statistical, etc.) | Exceptional (20-18) | | | Effective (17-16) | Somewhat effective (15-14) | None - or does not make sense (13-0) | /20 |
| SUPPORTING IDEAS/REASONS Ideas/Reasons (As) that support thesis/claim (B) | Exceptional (20-18) | | | Effective (17-16) | Somewhat effective (15-14) | None - or does not make sense (13-0) | /20 |
| OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons (Os) that oppose thesis/claim (B) | Exceptional (20-18) | | | Effective (17-16) | Somewhat effective (15-14) | None - or does not make sense (13-0) | /20 |
| EVIDENCE for IDEAS/REASONS Evidence, including appropriate set-ups of evidence, that support Ideas/Reasons (As and Os) | Exceptional (20-18) | | | Effective (17-16) | Somewhat effective (15-14) | None - or does not make sense (13-0) | /20 |
| ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS Logical explanations that link the evidence to the supporting or opposing ideas/reasons (As) and the thesis/claim (B) | Exceptional (20-18) | | | Effective (17-16) | Somewhat effective (15-14) | None - or does not make sense (13-0) | /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 | Exceptional | | | Effective | Somewhat effective | None - or does not make sense | /20 |
| INTENDED AUDIENCE FOR PROPOSAL Appropriate use of language, tone, and style to reach the intended audience for the proposal | Exceptional (20-18) | | | Effective (17-16) | Somewhat effective (15-14) | None - or does not make sense (13-0) | |
| Total CONTENT Points | | | | | | | ____/150 |

| | | Skill | A | B | C | F | Points |
|--|---------------------|--|---|---|----------------------------|--------------------|----------------------------|
| | | DELIVERY of the Junior Project Presentation (30%) The Public Speaking Skills | | LAYOUT Enrich and captivate the audience's understanding through the visual aid | Exceptional (30-27) | Effective (26-24) | Somewhat effective (23-21) |
| TEXT MECHANICS (of Visual Aid Only) In Visual Aid, correctly use grammar; correctly spell, punctuate, and capitalize; and correctly format | Exceptional (30-27) | | | Effective (26-24) | Somewhat effective (23-21) | Ineffective (20-0) | /30 |
| GRAPHICS, SOUND, and/or ANIMATION/VIDEO Effectively integrate multimedia into the visual aid | Exceptional (30-27) | | | Effective (26-24) | Somewhat effective (23-21) | Ineffective (20-0) | /30 |
| EYE CONTACT Develops rapport with the audience through eye contact | Exceptional (10-9) | | | Effective (8) | Somewhat effective (7) | Ineffective (6-0) | /10 |
| ELOCUTION Articulates voice clearly and confidently | Exceptional | | | Effective | Somewhat effective | Ineffective | /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 | Exceptional (10-9) | | | Effective (8) | Somewhat effective (7) | Ineffective (6-0) | |
| POSTURE and GESTURES Uses body language to enhance presentation | Exceptional (10-9) | | | Effective (8) | Somewhat effective (7) | Ineffective (6-0) | /10 |
| ENTHUSIASM Conveys emotion during the presentation | Exceptional (10-9) | | | Effective (8) | Somewhat effective (7) | Ineffective (6-0) | /10 |
| TRANSITIONS Makes connections between and among the various parts of the presentation | Exceptional (10-9) | | | Effective (8) | Somewhat effective (7) | Ineffective (6-0) | /10 |
| INTERACTION with the AUDIENCE | Exceptional (10-9) | | | Effective (8) | Somewhat effective (7) | Ineffective (6-0) | /10 |
| (Student Evaluation) Junior Project Presentation Grade: _____/300 (Each junior must earn a <u>C</u> - [70% or 240 points or higher] in order to pass his/her Junior Project Presentation.) | | | | | | | |