

	Requirements	Content and Development	Organization	Language Usage, Mechanics, and Conventions
	<i>The extent to which the presentation incorporates the required elements, including findings and supporting evidence; effectively completes the task; and shows understanding of the audience and purpose</i>	<i>The extent to which the presentation fully develops ideas; conveys a clear and distinct perspective; addresses similarities and differences; and utilizes extensive, specific, and relevant facts, reasons, evidence, details, and images</i>	<i>The extent to which the presentation demonstrates a unified structure and sequence of ideas such that listeners can follow the line of reasoning</i>	<i>The extent to which the presentation demonstrates understanding of the audience and purpose and indicates knowledge of grammar and conventions, including vocabulary usage, punctuation, and spelling</i>
Weight (%)	35	35	20	10
6	Very Effective Demonstrates a thorough understanding of the task; completes all parts in an accurate and engaging manner; may go beyond the limits of the task	Very Effective Develops ideas fully and artfully, showing strong evidence of research; artfully describes similarities and differences while supporting them with extensive, specific, and relevant supporting evidence	Very Effective Demonstrates a cohesive and unified structure that listeners can easily follow; contains an excellent arrangement of images, graphics, and headings to support the presentation's design and create an appropriate atmosphere; organizes information very well	Very Effective Demonstrates a clear understanding of the audience and purpose; contains few or no errors in grammar, vocabulary, spelling, or punctuation; clearly demonstrates an understanding of substance and style within the presentation
5	Good Demonstrates a general understanding of the task; completes all parts of the task in an accurate and somewhat engaging manner	Good Develops ideas clearly, showing appropriate evidence of research; describes some similarities and differences while substantiating them with strong, specific, and relevant supporting evidence	Good Demonstrates a mostly unified structure that listeners can follow; contains a suitable arrangement of images, graphics, and headings to support the presentation's design and create an appropriate atmosphere; organizes information	Good Demonstrates an understanding of the audience and purpose by using appropriate language; contains a few errors in grammar, vocabulary, spelling, or punctuation that do not interfere with ideas and meaning; demonstrates an understanding of substance and style within the presentation
4	Adequate Demonstrates a basic understanding of the task; completes most parts of the task in a somewhat engaging manner; may be missing a few elements	Adequate Develops ideas adequately, showing some evidence of research; identifies some similarities and differences; provides adequate, relevant supporting evidence	Adequate Demonstrates a generally unified structure that listeners can somewhat follow; contains an inconsistent arrangement of images, graphics, or headings to support the presentation's design or create an appropriate atmosphere; organizes information	Adequate Demonstrates some understanding of the audience and purpose by using appropriate language; contains some errors in grammar, vocabulary, spelling, or punctuation that do not significantly interfere with ideas and meaning; demonstrates some understanding of substance and style within the presentation
3	Limited Demonstrates little understanding of the task; completes most parts of the task but in a minimally engaging manner; may be missing some elements	Limited Develops ideas briefly and inconsistently, showing uneven research; identifies limited similarities and differences while providing limited supporting evidence	Limited Demonstrates evidence of structure that listeners can somewhat follow; contains an uncertain arrangement of images, graphics, or headings to support the presentation's design or create an appropriate atmosphere; organizes information inconsistently and in a way that is difficult to understand	Limited Demonstrates some understanding of the audience and purpose, but uses less sophisticated language and simplified word choice; contains several significant errors in grammar, vocabulary, spelling, or punctuation that occasionally interfere with ideas and meaning; demonstrates limited understanding of substance and style within the presentation

Rubric (continued)

2	Minimal Demonstrates minimal understanding of the task; completes less than half of the task	Minimal Develops ideas incompletely and inadequately; addresses minimal similarities and differences; may address only similarities or only differences; provides very little supporting historical evidence; needs more work	Minimal Demonstrates little evidence of structure, making the presentation hard to follow; contains little arrangement of images, graphics, or headings to support the presentation's design or create an appropriate atmosphere; organizes information in a random way	Minimal Demonstrates little understanding of audience and purpose; consistently employs poor word choice and simplified language; contains many significant errors in grammar, vocabulary, spelling, or punctuation that substantially interfere with ideas and meaning; struggles to demonstrate an understanding of substance and style within the presentation
1	Inadequate Demonstrates no understanding of the task; completes very few parts	Inadequate Fails to develop ideas; fails to identify clear similarities and differences; identifies only similarities or only differences; provides insufficient supporting evidence to support the thesis; leaves content incomplete	Inadequate Demonstrates no evidence of structure; is difficult to follow; makes little or no attempt to use images, graphics, or headings to support the presentation's design or create an appropriate atmosphere	Inadequate Demonstrates no awareness of the audience; uses unclear or incoherent language; contains considerable errors in grammar, vocabulary, spelling, or punctuation that make understanding ideas difficult; does not demonstrate an understanding of substance and style within the presentation