

Individual Research Slide Presentation Handout Rubric (190 pts)

Name: _____ Pd _____ Topic & Assignment _____

	Exemplary (5-4)	Approaching/Proficient (3-2)	Unsatisfactory (1-0)
<p>Slide Layout & Text</p> <p>S1: _____/20</p> <p>S2: _____/20</p> <p>S3: _____/20</p>	<ul style="list-style-type: none"> The Zen-styled layout is visually pleasing & contributes to the overall message, uses of the rule of thirds in presenting text, visuals, & white space w/no grammar & spelling errors (S1 S2 S3) Images use persuasive narrative elements of stickiness (Simplicity, unexpectedness, concreteness, credibility, emotion, story) (S1 S2 S3) The fonts are easy to read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. The background and color of text enhance readability (S1 S2 S3) All slides include properly-formatted parenthetical citation (S1 S2 S3) 	<ul style="list-style-type: none"> The layout shows some structure, but appears cluttered and busy or distracting or heavily centers content with little regard for the rule of thirds w/no grammar & spelling error (S1 S2 S3) Some Images use persuasive narrative elements of stickiness (Simplicity, unexpectedness, concreteness, credibility, emotion, story) (S1 S2 S3) Sometimes text is easy to read, but some use of fonts, italics, bold, color, paragraph length, or busy background distracts from readability (S1 S2 S3) Some parenthetical citations are formatted improperly or missing (S1 S2 S3) 	<ul style="list-style-type: none"> The layout is cluttered, confusing, and does not use spacing and placement of images to enhance readability or rule of thirds w/no grammar & spelling errors (S1 S2 S3) Several Images lack persuasive narrative elements of stickiness (Simplicity, unexpectedness, concreteness, credibility, emotion, story) (S1 S2 S3) The text is difficult to read with long blocks of text and small point size of fonts, poor use of color contrast, heading, indentations or bold formatting (S1 S2 S3) parenthetical citations are formatted improperly or missing (S1 S2 S3)
<p>Required Content for Intro & Conclusion</p> <p>_____/30</p>	<ul style="list-style-type: none"> Hook creates stance exigency using research Scope of Issue compellingly relates to stance Clearly states thesis: team CTA & indiv stance Conclusion clearly restates thesis CTA/stance Clear 9th grade CTA relates to stance Strong stance exigency in return to hook 	<ul style="list-style-type: none"> Hook creates limited exigency using research Scope of Issue adequately relates to stance State some thesis: team CTA & individ stance Concl adequately restates thesis CTA/stance Confusing 9th grade CTA relating to stance Adequate stance exigency in return to hook 	<ul style="list-style-type: none"> Hook poorly create exigency for stance using research or w/o research Scope inadequately relates to stance Mis-states thesis: CTA & stance Concl poorly restates thesis CTA/stance Missing 9th grade CTA or stance Weak stance exigency in return to hook
<p>Required Content for Reasons or CA/Con/Rebut</p> <p>_____/30</p>	<ul style="list-style-type: none"> E1 directly supports stance reason/CA Evidence 1 clear, cogent, representative E2 directly supports stance reason/concession Evidence 2 clear, cogent, representative E3 directly supports stance reason/rebuttal Evidence 3 clear, cogent, & representative 	<ul style="list-style-type: none"> E1 indirectly supports stance reason/CA Evidence 1 less clear, cogent, representative E2 indirectly supports stance reas/concession Evidence 2 less clear, cogent, representative E3 indirectly supports stance reason/rebuttal Evidence 3 less clear, cogent, & representative 	<ul style="list-style-type: none"> E1 poorly supports stance reason/CA E1 not clear, cogent, representative E2 poorly supports stance rea/Concession E2 not clear, cogent, representative E3 poorly supports stance rea/Rebuttal E3 not clear, cogent, representative
<p>Organization & Explanation of Evidence</p> <p>S1: _____/10</p> <p>S2: _____/10</p> <p>S3: _____/10</p>	<ul style="list-style-type: none"> Selects highly pertinent information, statistics, & graphs as evidence to develop ideas appropriate to the purpose & audience; balances time well: not too long or short (S1 S2 S3) Presents information, ideas, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (S1 S2 S3) 	<ul style="list-style-type: none"> Selects some content that develops ideas in a style appropriate to the purpose & audience; balances some time; some too long or short (S1 S2 S3) Attempts to presents information, ideas, findings, arguments and supporting evidence clearly, concisely, and logically so audience can easily follow the line of reasoning, but does not fully succeed (S1 S2 S3) 	<ul style="list-style-type: none"> Selects content that may offer too much or too little information for purpose & audience; lacks balance (S1 S2 S3) The sequencing is unclear and does not present information, ideas, and supporting evidence clearly, concisely, and logically; audience cannot easily follow the line of reasoning (S1 S2 S3)

<p>Research Notes Quality & Accuracy</p> <p>S1: ____/5</p> <p>S2: ____/5</p> <p>S3: ____/5</p>	<ul style="list-style-type: none"> Note indicates you accurately researched 3 scholarly information sources to evaluate, synthesize, & cite significant relevant facts, data, & meaningful graphics (S1 S2 S3) Notes show you accurately interpreted data and/or graphics (S1 S2 S3) 	<ul style="list-style-type: none"> Some notes show you recorded relevant information from a mix of scholarly & unscholarly sources to evaluate, synthesized & cite somewhat relevant information (S1 S2 S3) Some notes show you may have misinterpreted data and/or graphics (S1 S2 S3) 	<ul style="list-style-type: none"> Notes show you recorded information from fewer than 3 or unscholarly sources (S1 S2 S3) Notes show you may have misinterpreted or failed to include adequate data and/or graphics (S1 S2 S3)
<p>Citations within Notes Section & Works Cited Page</p> <p>S1: ____/5</p> <p>S2: ____/5</p> <p>S3: ____/5</p> <p>S4: ____/5</p> <p>HC: ____/5</p>	<ul style="list-style-type: none"> All sources of information are properly cited with MLA verbal tags/signal phrases so the audience can determine where borrowing begins as well as the credibility & authority of info presented (S1 S2 S3) All sources of information are properly cited with MLA parenthetical citations so the audience can determine where borrowing ends as well as the credibility and authority of the information presented (S1 S2 S3) All sources (data & images) are listed on the Works Cited page using proper MLA formatting on final slides of presentation (S4) All sources (data & images) are listed on the Works Cited page using proper MLA formatting on attached hard copy Word doc 	<ul style="list-style-type: none"> Most sources of information use accurate MLA verbal tag/signal phrase citation format, to make it possible to check on the accuracy of information (S1 S2 S3) Most sources of information use accurate MLA parenthetical citation format to make it possible to check on the accuracy of information (S1 S2 S3) Most sources (data & images) are listed on the Works Cited page using proper MLA formatting on final slides of presentation (S4) Most sources (data & images) are listed on the Works Cited page using proper MLA formatting on attached hard copy Word doc 	<ul style="list-style-type: none"> Some copyright guidelines are followed, but several sources of information do not include verbal tag/signal phrases using proper MLA formatting (S1 S2 S3) Some copyright guidelines are followed, but several sources of information do not include parenthetical citations using proper MLA formatting (S1 S2 S3) Several sources (data & images) are not listed on the Works Cited page using proper MLA formatting on final slides of presentation (S4) Several sources (data & images) are not listed on the Works Cited page using proper MLA formatting on attached hard copy of Word doc

_____ points/190 = _____