

Final Exam *Experience* Rubric: 200pts

Name: _____ Period: _____

OPTION 2: PowerPoint Presentation---5mins Minimal 8mins Max

| Category | Expectations | Exemplary----5 | Very Good----4 | Satisfactory-----3 | Needs Work-----2 |
|-----------------------------------|---|--|--|--|--|
| PowerPoint Expectations /15 | PowerPoint Slides | 12 Slides (1) Title (10) Content (1) Ref 1-Illustration per slide | 11 Slides (1) Title (9) Content (1) Ref 1-Illustration per slide | 10 Slides (1) Title (8) Content (1) Ref 1 Illustration per slide | 8 Slides (1) Title (6) Content (1) Ref 1 or less Illustrations per slide |
| | Reference Slide | References follow proper APA or MLA citation At least 5 sources (must use at least 2 texts) | References follow proper APA or MLA citation At least 4 sources (must use at least 2 texts) | References follow proper APA or MLA citation At least 3 sources (must use at least 1 texts) | References do not follow proper APA or MLA citation At least 3 sources |
| | Bullets | 7 Bullets or Less No more than 7 words per bullet | 7 Bullets or Less More than 7 words per bullet | 8 Bullets or More More than 7 words per bullet | 8 Bullets or More More than 7 words per bullet Large Paragraphs |
| Category | Expectations | Exemplary----15 | Very Good----12 | Satisfactory-----10 | Needs Work-----5 |
| Content /105 | Title/Thesis Statement | Title makes a definitive statement See Examples | Title makes a statement/phrase See Examples | Title is fragmented but focus on a theme See Examples | Title is a simple phrase or word See Examples |
| | Who? | Research addresses all major participants/contributors | Research addresses at least 3 major participants/contributors | Research addresses only 2 people who played a major role | Research centers around only 1 participant/contributor |
| | What? | Research explains all components of the event/incident of the story. Research includes the causes, course and effects | Research focuses on the causes and course of the event/incident of the story | Research focuses only on the course of the event/incident of the story | Research only mentions the event/incident of the story |
| | When? | Research includes the time frame Sequences all major events connected to incident (story) | Research includes time frame Research includes the sequence of some events | Research references multiples events Events are not sequenced | Research only includes the date of incident |
| | Where? | Research includes all major areas involved and impacted by incident See Examples | Research includes some areas involved and impacted by incident See Examples | Research only references the area directly involved or impacted by incident See Examples | Research only mentions area(s) involved See Examples |
| | Why/How Significant? | Research clearly points out the significance by explaining how it impacted the nation socially, politically and economically Provides at least 5 examples | Research points out the significance by explaining how impacted the nation socially, politically and/or economically Provides 3 examples | Research points out the significance by explaining how impacted the nation socially, politically and/or economically Provides 2 examples | Research explains significance by focusing only on one aspect: social, economic or political Provides 1 example |
| | Relevance to Today or Future Decisions | Connects incident to a particular theme in history Identifies a specific example from the 21 st Century Provides details of the connection <i>(remember rule of 3)</i> | Connects incident to a particular theme in history Identifies a specific example from the 21 st Century | Connects incident to a particular theme in history Identifies a specific example from the 20 th Century | Connects incident to a particular theme in history OR Identifies a specific example from the 21 st or 20 th Century |

| Category | Expectations | Exemplary----5 | Very Good----4 | Satisfactory----3 | Needs Work----2 |
|--------------------------|--|---|---|---|---|
| Visual Appeal /15 | Text in Relationship with Visuals | No more than 7 bullets per slide and no more than 7 words per bullet | No more than 7 bullets per slide and no more than 7-10 words per bullet. | No more than 7 bullets per slide and no more than 10 words per bullet | Presented in paragraph form More than 7 bullets and 10 words per bullet |
| | Graphics - Visual | The graphics used represent information appropriately. Color, shape, size, and arrangement of graphics contribute meaning to the overall message. | Most graphics represent the information appropriately Color, shape, size, and arrangement are eye catching and contribute some meaning. | All graphics relate to the topic but do not represent appropriately. Color, shape, size, and arrangement are present but do not add to the information. | Graphics do not relate to the topic. Color, shape, size, and arrangement are distracting or misleading. |
| | Design/layout | The design/layout is neat, clear, and visually appealing. At least 1 image per slide | Is attractive in terms of design, layout and neatness. At least 1 image per slide | Is acceptably attractive though it may be a bit messy. At least 1 image per slide | Is distractingly messy or very poorly designed. Missing images on slides |
| Category | Expectations | Exemplary----13 | Very Good----10 | Satisfactory----8 | Needs Work----6 |
| Oral Presentation /65 | Eye Contact | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, as entire report is read from notes. |
| | Body Language | Movements seem fluid and help the audience visualize. | Made movements or gestures that enhance articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. |
| | Enthusiasm | Demonstrates a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about topic. | Shows some negativity toward topic presented. | Shows absolutely no interest in topic presented. |
| | Elocution | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. |
| | Organization | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information |
| Examples | Expectations | Exemplary | Very Good | Satisfactory | Needs Work |
| | Title <i>Thesis statement which you intend to prove.</i> | World War I had Significant Social, Economic and Political Impacts on Europe and the United States. | World War I and its Impacts on the United States | Impacts of World War I | World War I |
| | Where | Although fought primarily in Europe, the war directly impacted the United States, Great Britain, Russia, Germany | Although fought primarily in Europe, the war directly impacted the United States and Great Britain. | World War I was primarily fought in Europe, the war directly impacted the United States. | World War I was primarily fought in Europe. |