**Lisbon Regional School Sophomore Presentation Rubric**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Proficient w/ Distinction (4) | Proficient (3) | Basically Proficient (2) | Incomplete (1) |
| Comprehension | Demonstrates in-depth knowledge of topic.  Supports information/findings with evidence and a clear perspective. | Demonstrates knowledge of topic.  Supports information/findings with evidence. | Demonstrates limited knowledge of topic. Supports information/findings with limited evidence. | Does not demonstrate knowledge of topic.  Supports information/findings with inaccurate evidence or does not use evidence. |
| Organization | Includes an effective introduction, clear thesis, and conclusion.  Flows clearly, concisely, and logically from beginning to end. Uses appropriate and varied transitions, allowing audience to follow line of reasoning. | Includes a clear introduction, thesis, and conclusion. Flows logically from beginning to end. Uses appropriate transitions, allowing audience to follow line of reasoning. | Introduction, thesis, and/or conclusion may lack clarity.  Flows inconsistently from beginning to end. Uses some appropriate transitions, allowing audience to sometimes follow line of reasoning. | Lacks an apparent introduction, thesis, and/or conclusion. Presentation does not flow. Does not use appropriate transitions to allow audience to follow line of reasoning. |
| Presentation of Knowledge &  Ideas | Infrequently refers to materials/information. Maintains attention of and engages the audience using appropriate eye contact, volume, tone, articulation, and gestures. | Refers to materials/information for support. Maintains attention of the audience using appropriate eye contact, volume, tone, articulation, and gestures. | Relies on materials/information for more than support.  Inconsistently maintains attention of the audience and/or does not use appropriate eye contact, volume, tone, articulation, and gestures. | Essentially reads from materials/information.  Does not maintain attention of the audience or use appropriate eye contact, volume, tone, articulation, and gestures. |
| Visual Aids | Uses well-designed visual aids to enhance understanding of ideas and add interest. Text is easy to read and graphics enhance presentation. Free of spelling and grammatical errors. Images and information are properly cited in MLA format. | Uses visual aids to support understanding of ideas and to add interest. Text is easy to read and graphics support presentation. May have minor errors in grammar and/or spelling. Images and information are properly cited in MLA format. | Uses visual aids that may not support understanding of ideas. Text may be difficult to read and graphics may not always support presentation. May have errors in grammar and/or spelling. Images and information are cited, but may not be in MLA format. | Uses visual aids that do not support understanding of ideas. Text is difficult to read and graphics do not support presentation. May have distracting errors in grammar and/or spelling. Images and information may not be cited. |
| Use of time/Pace | Presentation is 8-10 minutes. Makes effective use of time. No part of the presentation is too long or too short. | Presentation is 8-10 minutes. Generally times presentation well, but may spend too much or too little time on one part of the presentation. | Presentation is at least 7 minutes. May spend too much or too little time on some parts of the presentation. | Presentation is at least 6 minutes. Makes poor use of time. The whole presentation may be too short or a part of it may be too long. |

**Presentation/Visuals that do not meet minimum standards/requirements will need to be redone. Plagiarism is not tolerated. Please refer to Lisbon’s plagiarism policy.**

**Competencies**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.\_\_\_\_\_

Present information, findings, and supporting evidence clearly such that listeners or readers can follow the line of reasoning and the organization, development, and style are appropriate to task, purposes, and audience. \_\_\_\_\_

Make strategic use of digital media and visual displays to express information and enhance understanding of presentations and to add interest.\_\_\_\_\_

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. \_\_\_\_\_

**20 pt. rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **20=4.0** | **15=3.0** | **10=2.0** | **5=1.0** |
| **19=3.75** | **14=2.75** | **9=1.75** | **0-4=0** |
| **17-18=3.5** | **12-13=2.5** | **7-8=1.5** |  |
| **16=3.25** | **11=2.25** | **6=1.25** |  |