

Name(s)

Class:

Art History Presentation

Art History Research Presentation Grading Rubric	1	2	3	4
Subject	Student selected a subject which was either <i>too narrow</i> , or <i>too wide</i> for the scope of this presentation.	Student selected a subject which was either <i>somewhat narrow</i> , or <i>somewhat wide</i> for the scope of this presentation.	Student selected a subject, the depth of which was <i>acceptable</i> for the scope of this presentation.	The subject chose a subject, the depth of which excellently fit the scope of this presentation.
Organization and Style (Common Core RST.11.12.5, RST.6-8.7)	<i>Weakly</i> introduces topic, does not preview what is to follow. <i>Does not attempt</i> to organize ideas using any strategies. Produced writing that is not appropriate to task, purpose or audience.	<i>Vaguely</i> introduces the topic, previewing what is to follow. Organizes ideas using <i>incorrect</i> strategies. Produced writing that is <i>vaguely</i> appropriate to task, purpose and audience.	Introduces the topic, previewing what is to follow. Organizes ideas using the strategies <i>that semi-work</i> . Produced writing that is <i>mostly</i> appropriate to task, purpose and audience.	Introduces the topic <i>clearly</i> , previewing what is to follow. Organizes ideas using the correct strategies. Produced writing that <i>is</i> appropriate to task, purpose and audience.
Citations, paraphrasing, and summaries (Common Core RST.11-12.9, RST.11-12.1,	Student <i>failed to</i> gather information from multiple credible sources and <i>does not</i> demonstrate a solid understanding of the information that is being presented. In-text citations	Student gathered information from multiple <i>somewhat</i> credible sources and demonstrates an understanding of the information that is being presented. In-text	Student gathered information from multiple mostly credible sources and demonstrates a solid understanding of the information that is being presented. In-text	Student <i>effectively</i> gathered information from multiple credible sources and demonstrates a solid understanding of the information that is being presented. In-text

	and citation page are <i>not</i> done properly.	citations and citation page are <i>somewhat</i> done properly.	citations and citation page are <i>mostly</i> done properly.	citations and citation page are done properly.
Quality of writing (Common Core WHST.11-12.4)	Produced writing that is <i>not</i> appropriate to task, purpose, or audience.	Produced writing that is <i>vaguely</i> appropriate to task, purpose, and audience.	Produced writing that is <i>mostly</i> appropriate to task, purpose, and audience.	Produced writing that is appropriate to task, purpose, and audience.
Improvement from rough draft (Common Core WHST.11-12.5)	<i>Did not</i> turn in rough draft or <i>did not</i> improve report from rough draft phase.	With some guidance, <i>somewhat</i> improved report from the original rough draft.	With some guidance, <i>notably</i> improves report from the original rough draft.	With some guidance, <i>greatly</i> improves report from the original rough draft.
Use of Multi-Media (Common Core WHST.11-12.6, SL.11-12.2, SL.11-12.5)	<i>Struggles to use</i> presentation software and includes images, videos and documents that <i>took away from</i> the audience's overall understanding of the content.	Attempted to use presentation software and included <i>a few</i> images, videos and documents that <i>did not add</i> to the audience's overall understanding of the content.	Used presentation software <i>sufficiently</i> and included <i>some</i> images, videos and documents that <i>somewhat contributed</i> to the audience's overall understanding of the content.	Used presentation software <i>effectively</i> and included <i>a number of</i> images, videos and documents that <i>added to</i> the audience's overall understanding of the content.
Speaking (Common Core SL.11-12.4, SL.11-12.6, L.11-12.1)	Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english <i>little to none of the time</i> .	Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english <i>some of the time</i> .	Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english <i>most of the time</i> .	Uses appropriate eye contact, adequate volume, and clear pronunciation, uses grade-appropriate formal english <i>consistently</i> .

Comments:

