**LITTLE BIG HISTORY PRESENTATION RUBRIC 2014**

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| **Indicators** | 4 | 3 | 2 | 1 |
| *Introduction* | The introduction **captivates** the audience, **connects** to their interests, and **communicates** the point and aim of the narrative. | The introduction **connects** to the audience interests and **communicates** the point and aim of the narrative. | The introduction **attempts to communicate** the point and aim of the narrative, but does so poorly. | The introduction **does not communicate** the point or aim of the narrative in any way. |
| *Narrative* | The narrative includes **detailed explanations of significant events** in the development of the topic over **at least 5 of the 8 big history thresholds.** | The narrative includes an explanation of significant events in the development of the topic over **at least 4 of the 8 big history thresholds.** | The narrative includes an **attempt at explanations of significant events** in the development of topic over **some of the thresholds**, but does so poorly. | The narrative includes **no explanation** of the significant events in the development of the topic over the big history thresholds. |
| *Claims & Evidence* | The presentation references **evidence** for most of its claims. It also **discusses** times when **logic, intuition, or authority** has stood in for evidence. | The presentation references **evidence for some of its claims**. It may also discuss times when logic, intuition, or authority has stood in for evidence. | The presentation **references evidence for some of its claims**.  **It** **does not discuss the big history claim testers.** | The presentation **does not refer to any evidence** for its claims. It **does not discuss the big history claim testers.** |
| *Images* | The student chooses **images** which are **both interesting and relevant** to the topic. Captions and text are logical and explanatory.  The images are scaled to be **clear and visible**. | The student chooses images which are **relevant** to the topic and are **easy to view.**  **Text relates to the images.** | **Most of the images relate to the topic** and are easy to read.  Text attempts to connect with images | Images are not directly related to the topic.  Text is absent or not explanatory. |

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| **Indicators** | 4 | 3 | 2 | 1 |
| *Conclusion* | The student **restates or amplifies the point**(s) made previously and **brings closure to the narrative**. | The student somewhat restates and may or may not amplify the point(s) made previously. It brings **some closure** to the narrative. | The student makes an attempt to restate or amplify the point(s) made previously, but does so poorly. The conclusion **does not bring closure to the narrative**. | Presentation **ends abruptly**, without summary.  The conclusion does not bring closure to the narrative. |
| *Construction of Knowledge* | The student’s work demonstrates **strong complex thinking** involving **analysis of cause and effect**, detailed and evidence-based speculations, well-supported and logical arguments, etc. | The student’s work demonstrates **some complex thinking** involving analysis of cause and effect, evidence-based speculations, **well-supported and logical arguments, etc.** | The student’s work demonstrates **moderately complex thinking.** Students may have **summarized straightforward information**, inferred simple main ideas, etc. | The student’s work only demonstrates **recall of basic information**. Students may have only answered simple comprehension questions, **repeated facts and definitions, etc**. |
| *Presentation Practices* | The narrative demonstrates a **high-level of speaking skills and precise vocabulary**.  The narrative is highly **coherent, with appropriate transitions**, and a fluid overall structure. | The narrative demonstrates a **moderate-level of speaking skills** and vocabulary appropriate to the grade level.  Presentation is **somewhat well structured** and organized. | The narrative demonstrates a **poor level of speaking skills** and a **vocabulary below their grade level**.  Presentation is **poorly structured** and organized. | The narrative demonstrates **very low speaking skills** a **vocabulary far below their grade level.**  Presentation is **lacking basic structure** and organization. |

Average rating (1-4) for presentation: Letter Grade:

Comments: