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| CATEGORY | **4** | **3** | **2** | **1** |
| **Pauses** | Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact. | Pauses were effectively used once to improve meaning and/or dramatic impact. | Pauses were intentionally used but were not effective in improving meaning or dramatic impact. | Pauses were not intentionally used. |
| **Comprehension** | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |
| **Enthusiasm** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| **Vocabulary** | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| **Uses Complete Sentences** | Always (99-100% of time) speaks in complete sentences. | Mostly (80-98%) speaks in complete sentences. | Sometimes (70-80%) speaks in complete sentences. | Rarely speaks in complete sentences. |
| **Stays on Topic** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| **Content** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Collaboration with Peers** | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| **Listens to Other Presentations** | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |
| **Volume** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |

Instructions:

Students may work with a partner (one group of 3) to complete an argumentative speech about one side of one of the debates we held during this unit of study. The three debates were: Science vs. Religion (Evolution vs. Creationism), Two Views of the Universe (Geocentric vs. Heliocentric), and The American Revolution: Did they make the right choice?

Need to include: At least 20 facts supporting your argument, 5 pictures, and work cited page, informative, argumentative and persuasive speeches. Your opinion should be stated, but it must be supported with actual facts and evidence!

Choose one topic and write a persuasive/argumentative essay about the topic. You may use a poster or a power point presentation as your visual aid. Please be sure to cite your sources. The assignment will be due at 2:45pm on Friday, April 25th. No late projects!