**Scoring Guide Rubric Example**

Changing Communities in Our City

Task Description: Each student will make a 5-minute presentation on the changes in one Portland community over the past 30 years. The student may focus the presentation on any way s/he wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

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|  | **Exemplary Performance** | **Comments** | **Pts.** |
| Knowledge/Understanding20% | The presentation demonstrates a depth of historical understanding by using relevant and accurate detail to support the student’s thesis.Research is thorough and goes beyond what was presented in class or in the assigned texts. |  |  |
| Thinking/Inquiry30% | The presentation is centered around a thesis which shows a highly developed awareness of historiography or social issues and a high level of conceptual ability. |  |  |
| Communication20% | The presentation is imaginative and effective in conveying ideas to the audience.The presenter responds effectively to audience reactions and questions |  |  |
| Use of visual aids20% | The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at appropriate moments in the presentation. |  |  |
| Presentation skills10% | The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience. |  |  |

Figure 1.5: Part Four: Scoring Guide Rubric: Description of Dimensions at highest level of performance. © Stevens, D. D. & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Press.