**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/  Understanding  20% | 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/  Inquiry  30% | 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. |  |  |
| Communication  20% | The presentation is imaginative and effective in conveying ideas to the audience.  The presenter responds effectively to audience reactions and questions |  |  |
| Use of visual aids  20% | The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at appropriate moments in the presentation. |  |  |
| Presentation skills  10% | 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.