Questions to guide you work

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| **Written Assignment:**   * Do you have a topic sentence that hooks the reader? * Do you have a clear and pointed thesis? * Do you have the strongest and historically specific evidence to convince the reader? * Do you write in a manner that makes it possible for the reader to understand what you mean? * Do you effectively close your thoughts? | **Oral Assignment:**   * Do you catch the audience’s attention? * Is your point (thesis) clear? * Do you acknowledge the “other side”? * Do you use persuasive evidence? * Are you clearly understood? * Do you effectively close your thoughts? | **Visual Assignment:**   * Do you have a clear and obvious and message? * Do you have enough historically specific evidence that helps support your message? * Is you piece original and creative? * Do you need to make any information more obvious to the viewer (think labels, captions, etc.)? |

**Written Performance Task Rubric**

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| Criteria | Distinguished | Competent | Intermediate | Beginning |
| Thesis Statement | * Engages topic * Has a clearly defined thesis that directly answers the prompt * All aspects of the paper support the thesis | * Address topic * Thesis adequately answers the prompt * Most aspects of the paper support the thesis. | * Relates to topic * Thesis is present but too broad, does not directly answer the prompt * Portions of the paper support the thesis. | * Unrelated to topic * No thesis * The paper does not support a thesis |
| Writing Conventions | * Grammar and punctuation are flawless * Sentence structure makes paper read fluidly and clearly | * Very few errors which do not interfere with meaning * Sentence structure enables reader to understand the paper | * Enough errors that some parts of the paper are difficult to understand * Sentence structure hampers the readers ability to understand the text | * Errors throughout paper make meaning unclear * Sentence structure makes paper difficult to read and understand |
| Evidence and Argument | * Ample evidence * Wisely selected * Supports and develops thesis * Expands and illustrates points * Evident depth of thought * Strong argument | * Sufficient evidence * Well selected * Supports thesis * Illustrates points * Adequate argument | * Insufficient evidence * Indifferently selected * Not entirely relevant to thesis * Does not illustrate point * Unconvincing argument | * Minimal evidence * Poorly selected * Does not support thesis * Points unexplained * No argument |
| Conclusion | * Eloquently restates thesis * Effectively summarizes body * Closing goes beyond scope of the essay | * Restates thesis * Summarizes some ideas * Routine closing | * Restates thesis without originality * No summary * Rushed, choppy closing | * Does not relate to thesis, new information * Abrupt ending |

**Oral Performance Task Rubric**

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| Criteria | Distinguished | Competent | Intermediate | Beginning |
| Oral Presentation | * Volume * Tone * Pace * Eye contact | * Volume * Tone * Pace * Eye contact | * Volume * Tone * Pace * Eye contact | * Volume * Tone * Pace * Eye contact |
| Content | * An abundance of material clearly related to topic * Points are clearly made and all evidence supports position | * Sufficient information that relates to topic * Many good points made but there is an uneven balance | * There is a good deal of information that is not clearly connected to the topic | * Topic is not clear * Information included that does not support the argument in anyway |
| Coherence and Organization | * Point is clearly stated and developed * Specific examples are appropriate and clearly develop the position * Conclusion is clear * Shows control * Flows together well | * Most information presented in logical sequence * Generally well organized but better transitions from idea to idea is needed | * Concept and ideas are loosely connected * Lacks clear transitions * Flow and organization is choppy | * Presentation is choppy and disjointed * Does not flow * Development of point is vague * No apparent logical order |
| Creativity | * Original presentation of the material * Uses the unexpected to full advantage * Captures audience’s attention | * Some originality apparent * Good variety in attempting to gain audience’s attention | * Little or no variation * Material presented with little originality or interpretation | * Repetitive with little or no variation * Insufficient attempt to draw in audience |

**Visual Performance Task Rubric**

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| Criteria | Distinguished | Competent | Intermediate | Beginning |
| Clarity of message  (purpose) | Visual conveys a clear and in depth message or point of view | Visual conveys a clear message or point of view | Visual communicates an inconsistent message or point of view | Visual does not communicate any message |
| Creativity | Visual is appealing, captures the viewer’s attention, and includes the student’s original thoughts | Visual is appealing and captures the viewer’s attention | Visual has limited appeal and fails to hold the viewer’s attention | Visual is not appealing and does not capture the viewer’s attention |
| Technique and Craftsmanship | Visual contains no flaws or errors and is well constructed | Visual contains minimal flaws or errors which do not detract from message | Visual contains several flaws or errors which do detract from message | Visual is severely flawed with errors and is poorly constructed |
| Historical Evidence | More than three pieces of relevant evidence are used to support argument | Three pieces of relevant evidence are used to support argument | Two or fewer pieces of relevant evidence are used to support argument | Either the evidence is limited to one example or the evidence is |