

Group Topic: \_\_\_\_\_

Group Members. 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## Holocaust Resistance Project

### Presentation Rubric

Category	4	3	2	1
<b>Content Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Content Effectiveness</b>	Project includes all material needed for understanding of the topic. It is a highly effective study guide.	Project includes most material needed for understanding of the topic but lacks one or two key elements. It is an adequate study guide.	Project is missing more than two key elements, making it an incomplete study guide.	Project is lacking several key elements, making it a poor study guide
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a mere reworking of other people's ideas and/or graphics and shows little attempt at original thought.
<b>Background and Formatting</b>	The fonts enhance the presentation and the choice of background is consistent and appropriate.	The font is clear to read and the background is consistent.	The font or background may make one or more of the slides difficult to read.	Font formatting and/or background makes it difficult to see text, or it competes with other graphics on the page.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
<b>Use of Graphics</b>	The presentation uses an abundance of graphics, all are attractive (size and colors) and support the theme/content of the presentation.	Many graphics are included. A few graphics are not attractive but all support the theme/content of the presentation.	Some graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Cooperation</b>	Group delegates tasks and shares responsibility.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
<b>Documentation</b>	All information, websites, pictures, artwork, etc. are given	Most of the outside sources are documented in the	Some sources are not documented in the presentation.	Graphics and images are not included, or do not provide documentation of the source.

	credit somewhere in the presentation.	presentation for all images.		
<b>Preparedness</b>	Students are completely prepared and have obviously rehearsed	Students seem prepared but might have needed a few more rehearsals.	Students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
<b>Knowledge of Content</b>	The presentation shows a full understanding of the topic. Strong evidence of documentation and research by all members of the group.	The presentation shows a good understanding of the topic. Good evidence of research and documentation.	The presentation shows some understanding of parts of the topic, but some confusion.	Does not seem to understand the topic very well. Very little or no evidence of research and/or documentation.
<b>Comprehension</b>	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.
<b>Professionalism</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. Students are dressed appropriately and maintain eye contact with the audience during the presentation.	Facial expressions and body language sometimes generate interest and enthusiasm about the topic in others. Students are dressed appropriately and make eye contact with the audience during the presentation.	Some group members did not maintain a professional appearance or attitude during the presentation.	The appearance or attitude of one or more group members detracted from the presentation.
<b>Bibliography</b>	The bibliography is completed, in MLA format, in alphabetical order, and lists all of the sources (at least 3) used for background knowledge while creating the presentation.	The bibliography is completed in MLA format and in alphabetical order. It lists at least 3 sources but some information on the presentation is not found in the sources.	The bibliography is completed but some sources appear to be missing or not in MLA order.	The bibliography was submitted but incomplete or not in MLA format.
<b>Total ____/52</b>				