

Name: _____

Score: _____

Teacher Name: _____



LHS Exhibition Rubric



Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
Presentation of Knowledge & Ideas () X2 = _____	Consistently presents information, findings, and supporting evidence clearly, concisely, and logically <i>conveying a clear and distinct perspective.</i> The organization, development of ideas, substance, and presenting style are appropriate to purpose, audience, and task and <i>enhances the presentation.</i> Uses <i>rich, varied</i>, and appropriate language and <i>skillful grammatical constructions</i> appropriate to audience, purpose, and context. <i>Skillfully</i> captivates the audience with effective use of a variety of strategies(e.g., eye contact, speaking rate, volume, diction) to communicate ideas. <i>Executes a flowing presentation, unobtrusively</i> using notes or other memory aides if necessary.	Consistently constructs and expresses well-developed ideas, information, findings, and supporting evidence clearly, concisely, and logically. <i>VOG-Communication.</i> Consistently adapts and aligns tone, rhetorical strategy, and message with audience and purpose in mind. <i>VOG-Communication.</i> Consistently uses language and grammar appropriate to audience, purpose, and context. <i>VOG-Communication</i> Clearly and effectively engages the Audience by applying public speaking skills to convey knowledge and information coherently and confidently. (e.g., eye contact, speaking rate, volume, diction) to communicate ideas. <i>VOG-Communication</i> Uses notes or other memory aids effectively to structure the presentation (if necessary).	Presents information, findings, and supporting evidence that, at times, is unclear, verbose, and illogical. Presentation's tone, rhetorical strategy, and message are, at times, inappropriate to purpose and audience Inconsistently uses appropriate language and grammar. Makes limited use of effective strategies (e.g., eye contact, speaking rate, volume, diction) to communicate ideas. Uses notes or other memory aides with some effectiveness to structure presentation if necessary.	Presentation of information is consistently unclear, verbose, and illogical. Presentation's tone, rhetorical strategy, and message are consistently inappropriate to purpose and audience. Uses inappropriate and/or simplistic language and/or grammar. Does not make effective use of strategies and/or fails to speak clearly and audibly. Does not make effective use of notes or memory aides.
Appearance & Length of Presentation Score: _____	The student's: dress is <i>professional</i> and appropriate for the audience AND presentation is within 8-15 mins.	The student's: dress is appropriate for the audience. AND presentation is within 8-15 mins.	The student's: dress is not appropriate for the audience. OR presentation is not within 8-15 mins.	The student's: dress is not appropriate for the audience. AND presentation is not within 8-15 mins.



LHS Exhibition Rubric



Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
Responds to Questions Score:_____	Addresses each question, answering knowledgeably, coherently and <i>confidently</i> .	Addresses each question, answering knowledgeably and coherently .	Attempts to answer each question but parts of the answer may contain irrelevant information	Answers questions incoherently and/or incompletely, may provide irrelevant information.
Media Use Score:_____	Effectively and <i>creatively</i> makes strategic use of digital media (e.g textual, graphical, audio, visual, interactive elements) to enhance Project Learning Goal, strategic plan, reasoning, and evidence.	Effectively makes strategic use of digital media (e.g. textual, graphical, audio, visual, interactive elements) to enhance audience understanding of Project Learning Goal, strategic plan, reasoning, and evidence. <i>VOG--Comm, VOG--CritThink</i>	Ineffectively makes strategic use of digital media (e.g textual, graphical, audio, visual, interactive elements) to enhance Project Learning Goal, strategic plan, reasoning, and evidence.	Does not make strategic use of digital media (e.g textual, graphical, audio, visual, interactive elements) to enhance Project Learning Goal, strategic plan, reasoning, and evidence.
Content If 2 or more judges score the student as partially proficient or below, the student cannot meet standard on the overall project. Score:(____) X2 = _____ *A student must score at least a 3 on these indicators to meet standard overall for this Expectation.	Clearly states the Project Learning Goal <i>and explains its significance/importance to the presenter.</i> Identifies and explains a <i>creative, logical plan</i> which the student utilized to achieve the learning goal statement. Effectively explains the <i>appropriate and unique</i> changes/adjustments that were made in the implementation of the plan to overcome challenges/obstacles. Identifies and evaluates multiple and diverse sources of information used to implement a logical plan and overcome challenges /obstacles, accurately citing evidence Provides evidence of a learning stretch by demonstrating a <i>creative</i> application of learning Effectively <i>and passionately</i> articulates how achieving the Project Learning Goal was meaningful, joyful, and/or connected to a purpose/passion. <i>VOG--SDL</i>	Clearly states the Project Learning Goal and justifies the importance of achieving the goal. <i>W 9-12.1&2; VOG--SDL</i> *Effectively identifies, implements and explains a logical plan which the student utilized to achieve the learning goal statement. <i>VOG--CritThink; VOG--SDL</i> Effectively explains the appropriate changes/adjustments that were made in the implementation of the plan to overcome challenges/obstacles. <i>W 9-12.1&2; VOG--CritThink; VOG--SDL</i> Identifies and evaluates sources of information used to implement a logical plan and overcome challenges /obstacles, accurately citing evidence. <i>SL 9-12.2; VOG--SDL</i> *Provides evidence of a learning stretch which is demonstrated through an application of learning Effectively articulates how achieving the Project Learning Goal was meaningful, joyful, and/or connected to a purpose/passion. <i>VOG--SDL</i>	States the Project Learning Goal but the goal is <i>unclear</i> . Attempts to identify and explain a logical plan which the student utilized to achieve the learning goal statement, but the <i>plan lacks reasoning, is unclear, or ineffective</i> . Attempts to explain the changes and adjustments that were made in the implementation of the plan to overcome challenges/obstacles, but <i>changes and adjustments were inappropriate or illogical</i> . Identifies and evaluates a <i>limited</i> number of diverse sources of information which lack proper citation. Shows limited evidence of a learning stretch Attempts to articulate how achieving the Project Learning Goal was meaningful, joyful, and/or connected to a purpose/passion but lacks clarity	Does not state the Project Learning Goal. Does not identify a logical plan which the student utilized to achieve the learning goal statement. No attempt to explain the changes and adjustments that were made in the implementation of the plan to overcome challenges/obstacles, Provides no evidence of valid research. Shows no evidence of learning stretch or does not demonstrate an application of learning No attempt to articulate how achieving the Project Learning Goal was meaningful, joyful, and/or connected to a purpose/passion