

**Franklin Learning Center  
Industrialism / Gilded Age Presentation Rubric  
US History, Mr. Fantini**

**Students:**

**Topic:**

**Pd:**

<b><u>Category</u></b>	<b><u>Points Description</u></b>	<b><u>Grade</u></b>
<b><u>Key Concept:</u></b>	<p>9-10: The assigned topic is related to the key concept and fully connected.</p> <p>7-8: The key concept is somewhat explained and connected to the assigned topic.</p> <p>5-6: The key concept is mentioned, but is hardly or not at all connected to the assigned topic.</p> <p>0: The key concept is not mentioned.</p>	/ 10
<b><u>Overarching Ideas:</u></b>	<p>9-10: Overarching ideas are fully communicated using research from multiple sources. Information was fully accurate and communicated in a compelling way.</p> <p>7-8: One or more of the overarching ideas is missing, or only partially explained. Information contains 2 or fewer errors.</p> <p>5-6: Events are somewhat related to the overarching ideas, however, two or more of them are missing or only partially explained. Information had 4 or fewer mistakes.</p> <p>0-4: Overarching ideas are not addressed. Information is disjointed or provided without context. Information had 5 or more mistakes.</p>	/ 10 X 3 = ___/30
<b><u>Presentation:</u></b>	<p>9-10: Presentation was at least 9 minutes. Student did not read directly from the slides or notecards. Student put the information in his or her own words, not reading directly from the text from someone else, <b><u>student understanding is apparent</u></b>. Students spoke loudly and the time was split evenly between presenters. Also students were able to answer questions asked by either Mr. Fantini or the other students.</p> <p>7-8: Presentation was at least 7 minutes. Student relied too heavily and read somewhat from the slides or notecards. Student read occasionally from outside sources, but presentation contains mostly <b><u>original thought</u></b>. Time was noticeably unequal between the two presenters. Students could provide partial answers to questions asked by either Mr. Fantini or the other students.</p> <p>5-6: Presentation was at least 6 minutes. Student read from the slides or notecards. Time was very much unequal between the presenters. Students relied almost entirely on outside sources with very little <b><u>original</u></b></p>	/10 X 3 = ___/30

	<p><b>thought.</b> Students seemed unprepared/unpracticed. Students struggled to answer questions asked by either Mr. Fantini or the other students.</p> <p>0-4: Presentation was less than 5 minutes. Student read and directly from the slides or notecards and there was little to no original information. Student relied entirely on text from other sources, and relied on outside information entirely- <b>no original thought.</b> Students seemed unprepared/unpracticed. Time was noticeably unequal between the presenters. Students could not answer questions asked by either Mr. Fantini or the other students.</p>	
<b>Information:</b>	<p>9-10: Information is fully accurate and presenters are knowledgeable to the information they are presenting. Topic is presented in an interesting way.</p> <p>7-8: Information is almost entirely accurate with 2 or fewer mistakes and presenters are generally knowledgeable on the topic.</p> <p>5-6: Presentation is occasionally hard to follow. Information contains a number of mistakes and presenters aren't very knowledgeable on the material presented.</p> <p>0-4: Presentation is confusing. Information is often inaccurate, does not flow, and is often presented without context. Contains more than 4 mistakes and presenters clearly do not know the information very well.</p>	/ 10 X 2 = ___/20
<b>Extra Credit:</b> Relating to other Topics and Primary Source	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation clearly connects to previous presentation</li> <li><input type="checkbox"/> Presentation clearly connects to next presentation</li> <li><input type="checkbox"/> Presentation analyzes a relevant primary source document in detail</li> </ul>	_____/15

**Grade:     / 90**