

SENIOR CELEBRATION RUBRIC

STUDENT: _____

Day: _____

Facilitator: _____

Essential Question: _____

RT Advisor: _____

Scheduled Time: _____

Panelist #2: _____

Room: _____

Total Time: _____

Junior Student(s): _____

WRITING			
<i>The PRHS student writes/communicates in a clear and engaging manner.</i>			
	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Use informative (writing) skills to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	<ul style="list-style-type: none"> Presentation has no order or structure 	<ul style="list-style-type: none"> Develops the topic in a basic or general way Uses relevant supporting details Uses an order or structure of information to guide the audience through the presentations Uses vocabulary appropriate to task and purpose 	<ul style="list-style-type: none"> Shows complex or sophisticated topic development Uses supporting details that are well-chosen and instructive to the audience Uses an order, structure, or presentation of information that shows relationships between concepts Uses vocabulary of the discipline with confidence
INFORMATION LITERACY			
<i>The PRHS student accesses, evaluates, and uses information efficiently, effectively, and critically.</i>			
	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Conduct a sustained research project to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>	<ul style="list-style-type: none"> Does not answer essential question Demonstrates no understanding of essential question topic 	<ul style="list-style-type: none"> Answers essential question Demonstrates fundamental understanding of essential question topic – there are no major gaps in knowledge Reflects on new learning 	<ul style="list-style-type: none"> Answers essential question in-depth Shares insights based on new learning and understanding
<i>Gather relevant information from multiple authoritative sources, integrate information selectively to maintain the flow of ideas, avoid plagiarism and follow the standard format for citation.</i>	<ul style="list-style-type: none"> Fewer than 3 sources are cited in presentation 	<ul style="list-style-type: none"> Multiple sources (3 or more) are cited and used during presentation (not Q & A) Provides works consulted page to panel or available upon request and has minimal errors Quotes, paraphrases, and summarizes information, when appropriate Identifies consultant and explains his/her expertise 	<ul style="list-style-type: none"> Multiple sources (3 or more) are cited and effectively woven throughout presentation Accurately and appropriately quotes, paraphrases, and summarizes information Integrates information from consultant

SPEAKING AND PRESENTING

The PRHS student speaks and presents effectively.

	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Present information so that the audience can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose and audience.</i>	<ul style="list-style-type: none"> Content of presentation does not connect to the essential question Presentation seems unrehearsed Demonstrates poor presentation techniques (mumbling, monotone, poor body language) Violates dress code Uses profanity Presentation is outside the time frame 	<ul style="list-style-type: none"> Introduces the topic Presents information logically Develops a conclusion that is appropriate to task and purpose Demonstrates consistent use of eye contact, gestures, intonation and pacing Speaks audibly and uses expression to enhance the presentation Presentation is within the time frame (15-20 minutes), exclusive of questions. Video or performances are 3 minutes or less, or, if the student speaks through them, 5 minutes or less 	<ul style="list-style-type: none"> Presentation seems polished and well-rehearsed Includes a strong opening, closing with nearly seamless transitions Presentation skills leave the audience with a lasting impression of the completed work
<i>Make strategic uses of presentation and (digital, manipulatives, or the project) to enhance understanding of findings, reasonings, and evidence and to add interest.</i>	<ul style="list-style-type: none"> No Presentation aid is used OR looks sloppy OR does not connect to the essential question 	<ul style="list-style-type: none"> Presentation aid is clear, purposeful, and supports essential question 	<ul style="list-style-type: none"> Presentation aid heightens understanding and engages the audience

PROBLEM SOLVING

The PRHS student uses complex and creative reasoning strategies to generate appropriate solutions to a variety of problems.

	INSTANT INCOMPLETE	COMPETENT	ADVANCED/DISTINGUISHED
<i>Use complex and creative reasoning strategies to generate an appropriate solution to a problem.</i>	<ul style="list-style-type: none"> Does not present a project 	<ul style="list-style-type: none"> The project is acceptable in real-world settings, and it functions as it should OR While the project may have lapses in functionality, it is something that can be praised as solid effort; student reflects on actions needed to make the project acceptable 	<ul style="list-style-type: none"> The project represents a complex and/or time intensive process The project is of excellent quality and would be accepted and praised in a real-world setting
	<ul style="list-style-type: none"> Does not present when scheduled 	<ul style="list-style-type: none"> Presents when scheduled 	

Scoring Instructions

CO: Meets all bullets at the CO level. **AD:** Meets all bullets at CO, plus 7-10 more in the AD/DS column, at least one under each standard. **DS:** Meets all bullets at CO, plus 11-15 more in the AD/DS column, at least one under each standard. No +/- grades allowed. **INC:** Does not meet all of the bullets at the CO level or meets any bullet in the instant incomplete column

After the presentation, the panel will meet privately in the presentation space to assess the presentation, with the Senior panelist acting as facilitator. The student's RT advisor and consultant may share pertinent information before deliberations begin, but then must adjourn with the student to await evaluation results. They may advise the panel at the panel's invitation. This conversation must be limited to 15 minutes.

RETURN TO TIDD'S MAILBOX

Circle Final Grade →

Did Not Present

NC
Not Ready

INC

CO

AD

DS