Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Constitution Influence Adventure – Major Grade Rubric

Quality of Synthesis Presentation Justification Total Points Final Grade

Grade: ( \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ ) + ( \_\_\_ + \_\_\_ + \_\_\_ ) + ( \_\_\_ + \_\_\_ + \_\_\_ ) = (\_\_\_\_/10) = \_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **0 - 69** | **70 - 79** | **80 - 89** | **90 - 100** |
| **Quality of Synthesis**  **(x4)** | The students **demonstrate little to no understanding of** the information read and studied in both History and English class  AND/OR  Offers perspectives with **major inaccuracies that impact the validity of the conclusions.**  AND/OR  **Student does not meet the criteria for any of the higher categories.** | The students demonstrate at least a **basic understanding** of the information read and studied in both History and English class  AND/OR  Offers perspectives with **minor inaccuracies** related to known information, none of which impact the outcome of the conclusions.  AND/OR  **Relies primarily on surface level observations.**  **AND/OR**  **The organization of the information is ineffective and** significantly distracts from the central focus/message. | The students **demonstrate a logical synthesis of understanding** from related to the information read and studied in both History and English class.  AND/OR  The information was organized clearly and generally effective, but there were noticeable places it could have been strengthened to more clearly and powerfully demonstrate the student perspective. | The students **demonstrate a deep, meaningful synthesis of understanding** related to the information read and studied in both History and English class..  AND  The information has a clear central focus (thesis)/message and is organized exceptionally effectively to clearly and powerfully demonstrate the student perspective. |
| **Presentation Aspects**  **(x3)** | Presentation **significantly detracted** from or **directly contradicted** the content information presented.  AND/OR  Presentation is so unorganized/unprepared that it is work just to tell what is going on.  AND/OR  Does not meet the criteria for any of the higher categories. | Presentation method at times created a **minor distraction to the effectiveness** of the content being presented.  AND/OR  Presentation conveys information, but cannot be considered much more than ritually engaging[[1]](#footnote-1).  AND/OR  Presentation needs to be cut off because it is over 30 seconds over time or its quality falls in this category and there is no point allowing it to continue after 3 minutes. | Presentation is fairly well blended. Some **minor imperfections** exist but **do not distract from the effectiveness** of the content being presented.  AND/OR  Presentation has moments of authentic engagement, uniqueness, insightfulness but these traits are not consistent through the presentation.  AND/OR  Presentation runs 30 seconds over the 3 minute time limit. | Presentation blends together seamlessly in a manner that **adds to the effectiveness** of the content being presented  OR  significant creative risks[[2]](#footnote-2) were taken whose effort and originality outweighed the imperfections.  AND  Presentation is unique, insightful, and easily classified as highly engaging.  AND  Grade for the ***Quality of Synthesis*** category above is an 80 or above. |
| **Justification**  **(x3)** | The student is unable to evaluate material or does so superficially. Inaccurate or non-existent analysis of choices made in interpretation of of the information read and studied in both History and English classes and creation of the presentation. | The student evaluates material inconsistently.  **OR**  Identifies oversimplified conclusions with little specific detail regarding choices made in interpretation of the information read and studied in both History and English classes and creation of the presentation. | The student evaluates material competently, drawing some general conclusions and showing an understanding of the information read and studied in both History and English classes. Student provides meaningful, relevant commentary regarding choices made in interpretation of information and creation of the presentation. | The student evaluates material with insight, drawing detailed conclusions and showing extensive understanding of the information read and studied in both History and English classes. Student provides meaningful, relevant commentary, with significant depth regarding choices made in interpretation of information and creation of the presentation. |

1. **Ritually Engaging** means that there is little enjoyment in watching the presentation and it feels like it "has to be watched" without feeling entertaining. [↑](#footnote-ref-1)
2. **Creative Risks** are innovative attempts made to engage the audience using unique methods or methods of higher degree of difficulty (incorporating video/music components, staging, acting, props, artifacts, art, dance, innovative content choices, etc.) that may not work perfectly, but adds interest to the overall presentation and shows obvious effort to prepare. The teacher may bump the students’ grade in the Presentation Aspects category based on the determined degree of risk and level of overall effectiveness achieved by the risk. Decisions like these are why we will watch the presentations with multiple teachers present and make this determination with at least 2 teachers’ perspectives if the factor applies. [↑](#footnote-ref-2)