Research/Argument

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| **A range** | **B range** | **C range** | **D/E range** |
| \*Explanations of opinions and ideas are complex, clear, and well developed.  \*Points are supported with highly relevant direct quotes from at least two different articles.  \*Thesis presents a clear, relevant, and sophisticated argument. | \*Explanations of opinions and ideas are complex, clear and mostly developed.  \*Points are supported with relevant direct quotes from at least two different articles.  \*Thesis presents a clear and relevant argument that is moderately complex. | \*Explanations of opinions and ideas are somewhat clear and developed.  \*Points are supported with general references to the articles or direct quotes are used but lack content.  \*Thesis makes a clear argument but may be lacking in complexity. | \*Explanations of opinions and ideas may be confusing or unclear.  \*Points may not be supported with direct quotes or examples from the articles.  \*There is no thesis statement or the thesis statement is unclear. |
| \*The introduction is engaging and includes a thesis and a brief overview of the book.  \*Ideas in the body of the speech are presented in a logical order with clear and smooth transitions.  \*The conclusion summarizes key ideas and thoughtfully highlights the significance of the topic. | \*The introduction is relatively engaging and includes a thesis and brief overview of the book.  \*Ideas in the body of the speech are presented in a logical order with clear transitions.  \* The conclusion summarizes key ideas and highlights the significance of the topic. | \*The introduction is somewhat engaging and includes a thesis and brief overview of the book.  \*Ideas in the body of the speech are presented in a logical order with some transitions.  \* The conclusion summarizes key ideas but may not address the significance of the topic. | \* The introduction lacks a clear thesis or overview of the book.  \*Ideas in the body of the speech may lack logical sequencing and/or transitions.  \*The conclusion is missing a summary of ideas or an explanation of the topic’s significance. |
| \*A strong counter-argument is used, and the speaker refutes it with a thoughtful rebuttal which is very convincing to the audience. | \*A counter-argument is used, and the speaker refutes it with a clear rebuttal which is convincing to the audience. | \* A counter-argument is used, and the speaker refutes it with a rebuttal which is somewhat convincing to the audience. | \* The speaker may have attempted a counter-argument but they do not refute it and/or it is not effective. |
| \*Sources are introduced and contextualized.  \*Works Cited slide includes all sources and fully follows MLA format. | \*Sources are introduced and contextualized.  \*Works Cited slid includes all sources and follows MLA format. May have one or two minor errors. | \*Sources are introduced but lack contextualization.  \*Works Cited slide includes sources but contains multiple errors. | \*Sources aren’t introduced or contextualized.  \*Works Cited slide is missing or not in MLA format. |

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Presentation

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| **A range** | **B range** | **C range** | **D/E range** |
| • Delivers presentation in clear, concise, and expressive language.  • Utilizes highly effective poise, voice, life, eye contact, gestures, and speed.  • The digital media looks polished and visuals enhance the message. | • Delivers presentation in clear and concise language  • Utilizes effective poise, voice, life, eye contact, gestures, and speed.  • The digital media looks polished and visuals are effective. | • Delivers presentation in clear language.  • Appropriate use of some of the following elements: poise, voice, life, eye contact, gestures, and speed.  • The digital media is somewhat polished and visuals may not further the argument. | • Delivers presentation in an unclear manner.  • Use of few, if any, of the following elements is effective: poise, voice, life, eye contact, gestures, and speed.  • The digital media is not polished or does not include visuals. |

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