Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Characters Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Medieval Rubric (for class including presentation) | Needs work - 1 | Fair - 2 | Strong - 3 | Excellent - 4 |
| Organization of Presentation | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |
| Subject Knowledge / Factual Accuracy | Historical facts are missing from presentation or wrong | Facts provided are often inaccurate presentation | Some vagueness or minor inaccuracies in the facts presented | Total historical accuracy.  High level of detail provided in presentation |
| Ability to answer questions | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate | Student appeared at ease and answered most questions with explanations and some elaboration | Student was able to answer all questions with explanations and elaboration. |
| Visual Aids | Student either had no visual aids or visual aids contained many (4 or more) mechanical errors (typos, grammatical errors etc.). | Student prepared visual aids, but those aids did not really support the presentation and/ or presentation had some (2 or 3) mechanical errors | Student's visual aids relate to presentation. Presentation has no more than two misspellings and/or grammatical errors | Student's visual aids explain and reinforce presentation. Presentation has no misspellings or grammatical errors |
| Presentation  techniques | Student makes no eye contact and only reads from notes. Oral presentation was mumbled, with many terms pronounced incorrectly, making it hard for most of the class to hear or understand what was said. | Student occasionally makes eye contact, but mostly reads from notes. Student's voice is low and some words are mispronounced. Presentation was hard to hear for much of the audience | Student maintains eye contact most of the time but frequently returns to notes. Student's voice and pronunciations were mostly correct and most of the audience could hear the presentation. | Student makes good eye contact, rarely referring to notes.  Clear voice and pronunciation.  Easily audible to entire audience. |
| Attitude / behavior | Rarely willing to work.  Not focused during group work and presentations. | Sometimes willing to work.  Sometimes focused during group work and presentations. | Usually willing to work. Usually focused during group work and presentations. | Always willing to work.  Highly focused during group work and presentations. |
| Listening | Projects lack of interest or  disrespect for others | Often displays lack of interest in comments of others | Sometimes displays lack of interest in comments of others | Actively and respectfully listens to peers and teacher |
| Quality of Contributions | Comments reflect little understanding of either the assignment or previous remarks of others in class, | Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students | Comments are relevant and reflect understanding of medieval feudal life  and good attention to previous remarks of other students | Comments are unusually insightful reflecting deep understanding of medieval feudal life  and careful attention to previous remarks of other students |
| Frequency of Contributions | Seldom participates and is generally not engaged | Sometimes participates but at other times is "tuned out" | Usually participates but is occasionally distracted, or may not always respond at appropriate times | Actively participates at appropriate times |