United States History

Poster Presentation Rubric

**Name: Hour:**

**Book Title: # pages:**

**Rubric for the Poster**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Coverage of the book** | Details on the poster capture the important information about the book and increase the audience’s understanding. | Details on the poster include important information but the audience may need more information to understand fully. | Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand. | Details on the poster have little or nothing to do with main topic. |
| **Organization** | Information is very organized with clear titles and subheadings. | Information is organized with titles and subheadings. | Information is organized, but titles and subheadings are missing or do not help the reader understand. | The information appears to be disorganized. |
| **Layout and Design** | All information on the poster is in focus and can be easily viewed. | Most of the information on the poster is in focus and the content easily viewed. | Most of the information on the poster is in focus and the content is easily viewed. | Much of the information on the poster is unclear or too small. |
| **Creativity** | Poster design, color choice, text and visuals reflects a high level of creativity | Poster reflects significant creativity | Poster reflects some creativity | Poster reflects little to no creativity |
| **Quotes from the books** | At least 3 | **2** | **1** | **0** |
| **Visuals** (pictures. Photographs, maps, graphs and tables | At least 3 | **2** | **1** | **0** |
| **Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | Many errors |
| **Original Text** | Poster – at least 250 words |  | | Less than minimum requirement |

\_\_\_\_\_\_\_\_/ 32 X 1.8 = \_\_\_\_\_\_\_\_\_60

Presentation Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| The Student | Yes | Evident but weak | No |
| Was well-organized and prepared for the presentation. |  |  |  |
| Presented sufficient detail and examples to demonstrate that they were very familiar with the book. |  |  |  |
| Gave a clear opinion on the book based on sufficient evidence |  |  |  |
| Communicated clearly when they spoke (voice, eye contact) |  |  |  |
| Listened to other presentations **and** asked questions/ made comments |  |  |  |

**Grade: \_\_\_\_\_\_/40**

* 36 – 40: Meets ALL of the following
* 32– 35: all of the above but weak in some areas or missing in one area
* 28 – 31: clear that student read the book but several weak or omitted areas
* 24– 27: not clear that student read the entire book, serious weaknesses in above areas
* 1 – 23: student says something but it’s unclear, lacking in details and student hasn’t convinced teacher they’ve read the book.
* 0 – student doesn’t present

**Comments:**

**Total points: /100**