

Example Rubrics: Holistic and Analytic

Task Description:

Each student will make a 5-minute presentation on the changes in one Portland community over the past thirty years. The student may focus the presentation in any way he or she wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

Example Holistic Rubric: adapted from *Introduction to Rubrics* (Stevens & Levi, 2013).

	Excellent (100 – 90%)	Competent (90-80%)	Needs Work (80-0%)
COMMENTS:	The presentation demonstrates a depth of understanding of historiographic or social issues by using relevant and accurate detail to support the student’s thesis. Research is thorough and goes beyond what was presented in class or in the assigned texts. The presentation is imaginative and effective in conveying ideas to the audience through engagement, body language, and appropriate visual aids	The presentation uses analytically structured knowledge to convey ideas that are generally accurate with only minor inaccuracies and that is generally relevant to the student’s thesis. Research is adequate but does not go much beyond what was presented in class or in the assigned text. Presentation techniques used are effective in conveying main ideas, but they are a bit unimaginative, or only a few visual aids and/or body language is used to engage the audience.	The presentation has no analytical structure and uses little relevant or accurate information, not even that which was presented in class or in the assigned texts. Little or no research is apparent. The presentation fails to engage the audience through any visual aids or body language.

Reference:

Stevens, D. D., & Levi, A. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning* (2nd ed.). Virginia: Stylus.

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For more information, see the CTL Teaching Toolkit’s website:
<http://ctl.jhsph.edu/toolkit>

Example Analytic Rubric: adapted from *Introduction to Rubrics (Stevens & Levi, 2013)*.

	Excellent	Competent	Needs Work
<p>Knowledge / Understanding 20%</p> <p>COMMENTS:</p>	<p>The presentation demonstrates a depth of historical understanding by using relevant and accurate detail to support the student's thesis. Research is thorough and goes beyond what was presented in class or in the assigned texts.</p>	<p>The presentation uses knowledge that is generally accurate with only minor inaccuracies and that is generally relevant to the student's thesis. Research is adequate but does not go much beyond what was presented in class or in the assigned text.</p>	<p>The presentation uses little relevant or accurate information, not even that which was presented in class or in the assigned texts. Little or no research is apparent.</p>
<p>Thinking / Inquiry 30%</p> <p>COMMENTS:</p>	<p>The presentation is centered around a thesis which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.</p>	<p>The presentation shows an analytical structure and a central thesis, but the analysis is not always fully developed or linked to the thesis.</p>	<p>The presentation shows no analytical structure and no central thesis.</p>
<p>Communication 20%</p> <p>COMMENTS:</p>	<p>The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions.</p>	<p>Presentation techniques used are effective in conveying main ideas, but they are a bit unimaginative. Some questions from the audience remain unanswered.</p>	<p>The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated.</p>
<p>Use of visual aids 20%</p> <p>COMMENTS:</p>	<p>The presentation includes appropriate and easily understood visual aids, which the presenter refers to and explains at appropriate moments in the presentation.</p>	<p>The presentation includes appropriate visual aids, but there are too few, are in a format that makes them difficult to use or understand, or the presenter does not refer to or explain them in the presentation.</p>	<p>The presentation includes no visual aids or includes visual aids that are inappropriate or too small or messy to be understood. The presenter makes no mention of them in the presentation.</p>
<p>Presentation skills 10%</p> <p>COMMENTS:</p>	<p>The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.</p>	<p>The presenter speaks clearly and loudly enough to be heard but tends to drone or fails to use eye contact, gestures, and body language consistently or effectively at times.</p>	<p>The presenter cannot be heard or speaks so unclearly that she or he cannot be understood. There is no attempt to engage the audience through any body language.</p>