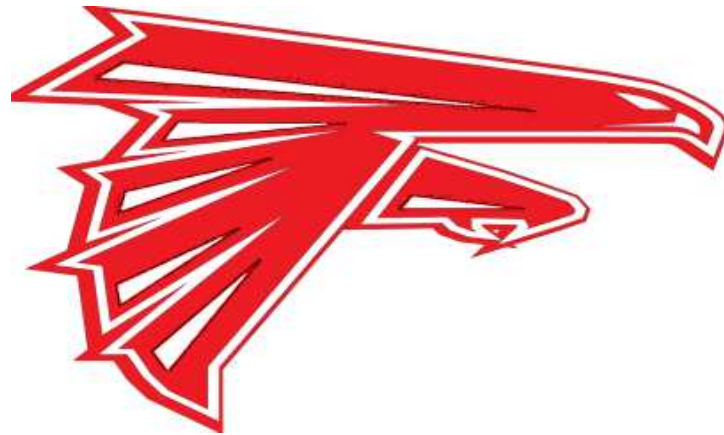


Senior Exhibition Project Rubrics



Loving High School

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SENIOR EXHIBITION IN PROGRESS WRITTEN RESEARCH RUBRIC

Criteria	Proficient	Satisfactory	Improvement Needed
<p>Introduction: Thesis must include:</p> <ul style="list-style-type: none"> • topic • viewpoint • method of proof 	<ul style="list-style-type: none"> • The paper has proper documentation of sources (at least five or more) and uses APA documentation guidelines. • The writer has used a variety of sources including at least two periodicals, and three other sources such as books, internet or interviews. • Paper is properly formatted according to the guidelines of APA documentation. • Illustrations are relevant to the research and properly described in the paper. 	<ul style="list-style-type: none"> • The writer has not used the required number or variety of required sources (shows only 3-4 sources). • Paper has 3 to 5 errors according to the guidelines of APA documentation. • Illustrations are present but not relevant to the research or properly described in the paper. 	<ul style="list-style-type: none"> • The writer has not used the required number or variety of required sources (shows only 1-2 sources). • Paper has more than 5 errors according to the guidelines of APA or documentation. Illustrations are not present.
<p>Content:</p> <ul style="list-style-type: none"> • Proof of thesis evidenced by facts • Meets length requirement 	<ul style="list-style-type: none"> • The writer demonstrates a grasp of standard writing conventions and uses conventions effectively to enhance readability. Errors tend to be so few and minor that the reader can easily overlook them unless editing for publication. 	<ul style="list-style-type: none"> • The writer demonstrates a grasp of standard writing conventions but does not use conventions effectively to enhance readability. Errors tend to interrupt the flow of reading. 	<ul style="list-style-type: none"> • The writer demonstrates little knowledge of standard writing conventions and does not use conventions effectively to enhance readability. Errors impair readability of the paper.
<p>Organization:</p> <ul style="list-style-type: none"> • Topic outline (words or phrases) containing parallel structure, must show at least two items per level • Transitions • Maintaining and updating all materials 	<ul style="list-style-type: none"> • Student turns in all required assignments in the progression of writing the research paper. 	<ul style="list-style-type: none"> • Student turns in 4 – 5 of the required assignments in the progression of writing the research paper. 	<ul style="list-style-type: none"> • Student turns in 1 – 3 of the required assignments in the progression of writing the research paper.

SENIOR EXHIBITION IN PROGRESS WRITTEN RESEARCH RUBRIC (cont.)

Criteria	Proficient	Satisfactory	Improvement Needed
Research Techniques: <ul style="list-style-type: none"> • References • Citations • Paper format and appearance • Illustrations 	<ul style="list-style-type: none"> • The paper has proper documentation of sources (at least five or more) and uses APA documentation guidelines. • The writer has used a variety of sources including at least two periodicals, and three other sources such as books, internet or interviews. • Paper is properly formatted according to the guidelines of APA documentation. • Illustrations are relevant to the research and properly described in the paper. 	<ul style="list-style-type: none"> • The writer has not used the required number or variety of required sources (shows only 3-4 sources). • Paper has 3 to 5 errors according to the guidelines of APA documentation. • Illustrations are present but not relevant to the research or properly described in the paper. 	<ul style="list-style-type: none"> • The writer has not used the required number or variety of required sources (shows only 1-2 sources). • Paper has more than 5 errors according to the guidelines of APA or documentation. • Illustrations are not present.
Style: <ul style="list-style-type: none"> • Grammar • Spelling • Mechanics 	<ul style="list-style-type: none"> • The writer demonstrates a grasp of standard writing conventions and uses conventions effectively to enhance readability. Errors tend to be so few and minor that the reader can easily overlook them unless editing for publication. 	<ul style="list-style-type: none"> • The writer demonstrates a grasp of standard writing conventions but does not use conventions effectively to enhance readability. Errors tend to interrupt the flow of reading. 	<ul style="list-style-type: none"> • The writer demonstrates little knowledge of standard writing conventions and does not use conventions effectively to enhance readability. Errors impair readability of the paper.
Progress: meets deadlines. <ul style="list-style-type: none"> • Choosing & narrowing topic • Working bibliography • Thesis question • Note cards • Thesis statement • Rough outline • Rough draft 	<ul style="list-style-type: none"> • Student turns in all required assignments in the progression of writing the research paper. 	<ul style="list-style-type: none"> • Student turns in 4 – 5 of the required assignments in the progression of writing the research paper. 	<ul style="list-style-type: none"> • Student turns in 1 – 3 of the required assignments in the progression of writing the research paper.

SENIOR EXHIBITION FINAL WRITTEN RESEARCH RUBRIC

Criteria	Proficient	Satisfactory
<p>Introduction: Thesis must include:</p> <ul style="list-style-type: none"> • topic • viewpoint • method of proof 	<ul style="list-style-type: none"> • The paper has a well-developed introductory paragraph and a thesis that the writer can prove or disprove through identified method of proof. 	<ul style="list-style-type: none"> • The paper has a well-developed introductory paragraph and a thesis that the writer can prove or disprove but does not identify method of proof.
<p>Content:</p> <ul style="list-style-type: none"> • Proof of thesis evidenced by facts • Meets length requirement 	<ul style="list-style-type: none"> • There are supporting paragraphs that are thoroughly developed with supplementary material that support and illustrate the writer’s point of view and show evidence of the opposing viewpoint in the required length of 1000 – 2000 words. 	<ul style="list-style-type: none"> • There are supporting paragraphs that are somewhat developed with average supplementary material that support and illustrate the writer’s point of view and show little evidence of the opposing viewpoint. Length between 500 – 1000 words.
<p>Organization:</p> <ul style="list-style-type: none"> • Topic outline (words or phrases) containing parallel structure, must show at least two items per level • Transitions • Maintaining and updating all materials 	<ul style="list-style-type: none"> • Topic outline is structurally parallel, has proper capitalization and punctuation, and shows at least two items per level. • The paper is logically written with smooth transitions. • The student maintains and updates all required materials in a timely manner. 	<ul style="list-style-type: none"> • Topic outline has 1 – 3 mistakes in structural parallelism, capitalization and punctuation, and shows at least two items per level. • The paper is logically written with few transitions. • The student maintains and updates a majority of required materials in a timely manner.

SENIOR EXHIBITION FINAL WRITTEN RESEARCH RUBRIC (cont.)

Criteria	Proficient	Satisfactory
<p>Research Techniques:</p> <ul style="list-style-type: none"> • References • Citations • Paper format and appearance • Illustrations 	<ul style="list-style-type: none"> • The paper has proper documentation of sources (at least five or more) and uses APA documentation guidelines. • The writer has used a variety of sources including at least two periodicals, and three other sources such as books, internet or interviews. • Paper is properly formatted according to the guidelines of APA documentation. • Illustrations are relevant to the research and properly described in the paper. 	<ul style="list-style-type: none"> • The writer has not used the required number or variety of required sources (shows only 3-4 sources). • Paper has 3 to 5 errors according to the guidelines of APA documentation. • Illustrations are present but not relevant to the research or properly described in the paper.
<p>Style:</p> <ul style="list-style-type: none"> • Grammar • Spelling • Mechanics 	<ul style="list-style-type: none"> • The writer demonstrates a grasp of standard writing conventions and uses conventions effectively to enhance readability. Errors tend to be so few and minor that the reader can easily overlook them unless editing for publication. 	<ul style="list-style-type: none"> • The writer demonstrates a grasp of standard writing conventions but does not use conventions effectively to enhance readability. Errors tend to interrupt the flow of reading.
<p>Progress: meets deadlines.</p> <ul style="list-style-type: none"> • Choosing & narrowing topic • Working bibliography • Thesis question • Note cards • Thesis statement • Rough outline • Rough draft 	<ul style="list-style-type: none"> • Student turns in all required assignments in the progression of writing the research paper. 	<ul style="list-style-type: none"> • Student turns in 4 – 5 of the required assignments in the progression of writing the research paper.

SENIOR EXHIBITION IN PROGRESS PRODUCT RUBRIC

Criteria	Proficient	Satisfactory	Improvement Needed
Follow Guidelines	<ul style="list-style-type: none"> All guidelines followed. Timeline was met and organization enhances the effectiveness of the product. 	<ul style="list-style-type: none"> Usually follows timeline. Some organization evident. 	<ul style="list-style-type: none"> Disorganized. Timeline transitions not clear.
Originality and Creativity	<ul style="list-style-type: none"> Extremely clever; created with an original and unique approach that truly enhanced the product. 	<ul style="list-style-type: none"> Was clever at times. Thoughtfully and uniquely developed. 	<ul style="list-style-type: none"> Lacks zip. Added a few original touches but is not incorporated throughout the product.
Multi-faceted Product	<ul style="list-style-type: none"> High quality product that includes an exemplary research document and an engaging oral/visual model/demonstration which shows evidence of cross-curricular content. 	<ul style="list-style-type: none"> Adequate quality product that includes the research document and an oral/visual model/demonstration which shows some evidence of cross-curricular content. 	<ul style="list-style-type: none"> Inadequate product. Lacks one or more of the required components: non-engaging oral/visual model or demonstration, minimum evidence of cross-curricular content.
Self-directed Product	<ul style="list-style-type: none"> High quality product that is student generated and relates to individual preference of topic/theme. Product is cost efficient with costs held to a minimum. Size is appropriate to the product 	<ul style="list-style-type: none"> Adequate quality product that is student generated and relates to individual preference of topic/theme. Product is cost efficient. Size is somewhat appropriate to the product. 	<ul style="list-style-type: none"> Inadequate quality product is student generated and relates to individual preference of topic/theme. Product is not cost efficient. Size is not appropriate to the product.
Safety	<ul style="list-style-type: none"> Conscientious of safety concerns throughout the course of the product. 	<ul style="list-style-type: none"> Somewhat conscientious of safety concerns throughout the course of the product. 	<ul style="list-style-type: none"> No evidence of safety concerns throughout the course of the product.

SENIOR EXHIBITION FINAL PRODUCT RUBRIC

Criteria	Proficient	Satisfactory
Follow Guidelines	<ul style="list-style-type: none"> All guidelines followed. Timeline was met and organization enhances the effectiveness of the product. 	<ul style="list-style-type: none"> Usually follows timeline. Some organization evident.
Originality and Creativity	<ul style="list-style-type: none"> Extremely clever; created with an original and unique approach that truly enhanced the product. 	<ul style="list-style-type: none"> Was clever at times. Thoughtfully and uniquely developed.
Multi-faceted Product	<ul style="list-style-type: none"> High quality product that includes an exemplary research document and an engaging oral/visual model/demonstration which shows evidence of cross-curricular content. 	<ul style="list-style-type: none"> Adequate quality product that includes the research document and an oral/visual model/demonstration which shows some evidence of cross-curricular content.
Self-directed Product	<ul style="list-style-type: none"> High quality product that is student generated and relates to individual preference of topic/theme. Product is cost efficient with costs held to a minimum. Size is appropriate to the product 	<ul style="list-style-type: none"> Adequate quality product that is student generated and relates to individual preference of topic/theme. Product is cost efficient. Size is somewhat appropriate to the product.
Safety	<ul style="list-style-type: none"> Conscientious of safety concerns throughout the course of the product. 	<ul style="list-style-type: none"> Somewhat conscientious of safety concerns throughout the course of the product.

SENIOR EXHIBITION IN PROGRESS ORAL PRESENTATION RUBRIC

Criteria	Proficient	Satisfactory	Improvement Needed
Organization: <ul style="list-style-type: none"> • Preparation • Format • Time Allotment • Visuals 	<ul style="list-style-type: none"> • Student is well prepared and presentation is polished. • Extremely well organized with smooth transitions. • Within time frame. • A variety of visuals that are well designed and readable. 	<ul style="list-style-type: none"> • Student is somewhat prepared and rehearsed. • Student follows logical format. • Minor infraction of time frame. • Some visuals. 	<ul style="list-style-type: none"> • Lacks preparation • Choppy and lacks order. • Major infraction of time frame. • No visuals.
Speaking Qualities: <ul style="list-style-type: none"> • Eye contact • Gestures • Voice • Personal Appearance 	<ul style="list-style-type: none"> • Frequent eye contact with the audience. • Enhance presentation. • Consistently clear and audible. Appropriate pace and inflection. • Professional. 	<ul style="list-style-type: none"> • Some eye contact with the audience. • Some effective use of gestures. • Audible and clear most of the time adequate inflection. • Neat and appropriate. 	<ul style="list-style-type: none"> • Little or no eye contact with the audience. • Detract from presentation. • Difficult to hear and/or understand. • Inappropriate.
Mastery of Exhibition: <ul style="list-style-type: none"> • Visuals • Demonstrates knowledge and understanding • Oral defense 	<ul style="list-style-type: none"> • Highly relevant and effective. • All information is precise, accurate, and current. Demonstrates mastery of subject. • Responds knowledgeably and confidently. Clarifies, explains, and defends research. 	<ul style="list-style-type: none"> • Show relevance to project. • Well-informed, presents some new information, and demonstrates evidence of research. • Responds adequately to questions. Can justify findings. 	<ul style="list-style-type: none"> • Lack relevance to project. • Misleading, presents no new information, lack of depth. • Unable to respond to questions. Cannot justify findings.

SENIOR EXHIBITION FINAL ORAL PRESENTATION RUBRIC

Criteria	Proficient	Satisfactory
Organization: <ul style="list-style-type: none"> • Preparation • Format • Time Allotment • Visuals 	<ul style="list-style-type: none"> • Student is well prepared and presentation is polished. • Extremely well organized with smooth transitions. • Within time frame. • A variety of visuals that are well designed and readable. 	<ul style="list-style-type: none"> • Student is somewhat prepared and rehearsed. • Student follows logical format. • Minor infraction of time frame. • Some visuals.
Speaking Qualities: <ul style="list-style-type: none"> • Eye contact • Gestures • Voice • Personal Appearance 	<ul style="list-style-type: none"> • Frequent eye contact with the audience. • Enhance presentation. • Consistently clear and audible. Appropriate pace and inflection. • Professional. 	<ul style="list-style-type: none"> • Some eye contact with the audience. • Some effective use of gestures. • Audible and clear most of the time adequate inflection. • Neat and appropriate.
Mastery of Exhibition: <ul style="list-style-type: none"> • Visuals • Demonstrates knowledge and understanding • Oral defense 	<ul style="list-style-type: none"> • Highly relevant and effective. • All information is precise, accurate, and current. Demonstrates mastery of subject. • Responds knowledgeably and confidently. Clarifies, explains, and defends research. 	<ul style="list-style-type: none"> • Show relevance to project. • Well-informed, presents some new information, and demonstrates evidence of research. • Responds adequately to questions. Can justify findings.