Sample Rubric for Presentation:
Is ____________ a Hero According to the Class Criteria?

Name: __________________
Date: ___________________

Exemplary:
Exemplary presentations have all the positive qualities of very good and satisfactory presentations.

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Needs Revision</th>
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<tbody>
<tr>
<td>Exemplary</td>
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Structure: Did the presentation:

- **grab the audience’s attention (strong lead)?**
  - Opening gave and withheld information effectively. The ending and opening connected.
  - Listeners wanted to hear more about the individual after the introduction.
  - Three (or more) reasons built a strong case for inclusion or exclusion.
  - Used the points made in the presentation to clarify the conclusion.

- **clearly introduce the proposed hero?**
  - Listeners learned about the subject in the introduction.
  - Listeners recognized the subject after the introduction.
  - Listeners were unsure of the subject after the introduction.

- **give support (three reasons) for the hero’s inclusion/exclusion?**
  - Three (or more) reasons were supported by specifics.
  - Reasons were stated.
  - Reasons for inclusion or exclusion were not present.

- **contain a conclusion?**
  - Conclusion restated the main points.
  - Had a conclusion.
  - No conclusion.

Content: Did the presentation:

- **refer to the class criteria for a hero?**
  - Ways in which the individual did or did not match the criteria were very well supported with specifics.
  - Presentation made it clear in what ways the criteria did or did not match the individual.
  - Did not refer to the criteria.

- **convey biographical information about the subject?**
  - Information systematically built a strong case.
  - Included information related to the conclusion.
  - Information could be understood or did relate to the subject.

- **make connections between the subject’s life and the reasons for inclusion or exclusion as a hero?**
  - Connections helped build a strong case.
  - Effective connections were made.
  - No connections were made.

- **employ audio-visuals?**
  - Audio visuals added to the support for the conclusion.
  - Audio visuals helped maintain audience attention.
  - Used audio visuals.

Delivery: Was the speaker’s:
• voice loud enough?  Speaker varied voice level effectively.  Speaker could be clearly heard.  Speaker could not be heard, but without interfering with audience’s ability to understand.  Speaker spoke too quickly or too slowly at times, without interfering with audience’s ability to understand.  Speaker spoke too quickly or too slowly at times, without interfering with audience’s ability to understand.

• pace appropriate?  Speaker varied pace effectively.  Speaker’s words could be clearly understood.  Speaker spoke too quickly or too slowly at times, without interfering with audience’s ability to understand.  Speaker may have swayed, appeared stiff, or moved nervously, but not to the point of distracting the audience.  Speaker swayed, appeared stiff, or moved nervously, distracting the audience.

• posture relaxed?  Speaker was able to gesture effectively.  Speaker appeared relaxed.  Speaker may have swayed, appeared stiff, or moved nervously, but not to the point of distracting the audience.  Speaker may have swayed, appeared stiff, or moved nervously, but not to the point of distracting the audience.

• delivery smooth?  Speaker’s delivery helped convince the listener by conveying conviction.  Speaker’s delivery was smooth.  Speaker’s delivery was smooth.  Stoping and starting limited the audience’s understanding.

• delivery enthusiastic?  Speaker varied expression effectively.  Speaker used good expression.  Speaker did not speak in a monotone.  Speaker spoke in a monotone.

**Overall Rating** (Circle One):

Exemplary

Very Good

Satisfactory

Needs Revision

Comments: