**If it’s harmful, why do we use it?- Lesson 8**

**Rubric for Presentation Assessment**

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| **Category** | **5** | **4** | **3** | **2** | **1** |
| Presentation Quality | Student speaks articulately and clearly, making eye contact with the audience and using visual aid to enhance speaking. | Student speaks articulately and draws connections between audience and visual aid. Student makes little eye contact with audience. | Students speaks clearly and articulately sometimes and makes little eye contact with audience. Connections are made between visual aid and audience. | Student speaks clearly sometimes and does not make eye contact with audience. Connections between visual aid and audience are made to enhance talking points. | Student does not speak clearly and reads directly from note cards or slides. Student does not attempt to make eye contact with audience. |
| Use of Resources | Student provides a variety of resources (3 or more) and uses them during speech to support claim. | Student lists 1-2 resources and refers back to them during presentation to support claim. | Student lists 3 or more resources but does not use them to support claim during presentation. | Student lists 1-2 resources used but does not use them to support claim during presentation. | Student does not provide resources used for research during presentation. |
| Supportive Evidence for Scientific Explanations | Student provides multiple pieces of evidence for a specific claim along with scientific reasoning that explains evidence. | Student provides one piece of evidence along with a scientific reasoning that explains evidence to support a specific claim. | Student provides multiple pieces of evidence to support claim but no scientific reasoning to support evidence. | Student provides one piece of evidence to support claim but no scientific reasoning to explain evidence. | Student does not provide evidence nor scientific reasoning that explains evidence. |
| Use of Role | Student uses role to facilitate claim, clearly explains position of his/her role for toxicant use. | Student states role and position of his/her role for toxicant use. But, does not use role to facilitate talking points.  | Student states role and background but, does not use it to connect to current debate. | Student states role at some point but does not use it to facilitate claim nor explain position on toxicant use. | Student does not state role and does not refer to it during the presentation. |
| Visual Aid  | Student uses visual aid to support his/her role’s position on the use of the toxicant in a creative manner. Resources are clearly displayed and are clearly readable by the public. | Student uses visual aid to support his/her role’s position. Information is clearly presented. However, resources are not cited and not displayed.  | Student uses visual aid to support role’s position. However, the information is difficult to read and not clearly presented. The resources are also not cited nor displayed. | Student provides a visual aid but it does not support the role’s position and the information is not relevant to the presentation. Resources are not displayed nor cited. | Student does not provide a visual aid to enhance his/her oral presentation. |