**Option Role Play Rubric**

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| **Criteria** | **Exemplary 10 pts.** | **Adequate 8 pts.** | **Ineffective 6 pts.** |
| **Argument: Clear Claim***SL4* | Student presents a thoughtful, clear and concise argument. | Student mostly presents a clear argument.  | Student’s argument is illogical or unclear. |
| **Argument: Clear and Logical Explanation***SL4* | There was no room for misinterpretation because ideas were well explained and logical. | The audience may have some questions because the explanation was incomplete. | The argument is hard to follow because the explanation is missing is confusing or illogical. |
| **Argument: Specific and Relevant Evidence***SL4**SL2* | Specific and relevant evidence is used to illustrate and support argument, which demonstrates clear understanding of audience and task. | Some evidence is used but it is not strong or specific enough to be fully convincing or is not focused on audience or task. | Argument is unsupported or is vaguely supported. Little proof is offered. |
| **Questions and Responses***SL2**SL3**SL1.c* | Student asks thoughtful questions that challenge other students’ assumptions and conclusions and demonstrates their ability to integrate knowledge from multiple sources.  Responses show synthesis of information and make connections between options and multiple texts.  | Student asks relevant questions and demonstrates knowledge of the content but may lack synthesis from multiple sources. Responses are thoughtful but may lack critical analysis and synthesis of information and multiple sources.  | Questions are confusing and/or off topic and show little understanding of sources beyond the option handout.Responses are lacking in detail and thought or do not address the question. |
| **Comprehension** | Student shows a clear understanding of the content and uses ample concrete evidence.  | Student mostly understands the content and uses some general evidence.  | Student does not truly understand the content. |
| **Persuasion***SL6**SL1.d* | Student speaks to the specific audience interests and uses both their viewpoint and alternate viewpoint. | Student addresses general audience concerns and may not use evidence from opposing viewpoint.  | Student may not address audience concerns and ignores opposing viewpoints. |
| **Presentation style** | Student displays appropriate volume and body language. Student is completely engaged.  | Student mostly displays correct volume and body language. Student is mostly engaged. | Student cannot be understood. Student is disengaged or only somewhat engaged. |
| **Group Work***SL1* | Student helped others and worked diligently in a group. Entire group was prepared and on task. All students understood their roles.  | Student stayed on task in group work and mostly worked as a team player. Most of the group was prepared and on task. Most of the group understood their roles. | Student was often off task and not helpful in the small group. Student was unprepared and did not understand their role.  |

**Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /80**