

## Options Role Play Presentation Rubric

Criteria	Exemplary	Adequate	Ineffective
<b>Argument: Clear Claim &amp; Logical Explanation</b>	Student presents a thoughtful, clear and concise argument. Student elaborates with a clear and logical explanation, leaving little room for misinterpretation.	Student presents a mostly clear argument, but the explanation is partially incomplete.	Student's argument is illogical or unclear and the explanation is missing, confusing, or illogical.
<b>Argument: Specific &amp; Relevant Evidence</b>	Student uses ample and specific primary source evidence to illustrate and support their argument.	Some primary source evidence is used, but it is not strong or specific enough to be fully convincing.	Student does not use evidence.
<b>Questions and Responses</b>	Student's questions and responses are thoughtful and challenge other students' assumptions and conclusions. They demonstrate the student's ability to integrate knowledge from multiple sources.	Student's questions and responses are relevant and demonstrate understanding of the content, but they do not fully integrate knowledge from multiple sources.	Student's questions are confusing and/or off topic and show little understanding of sources.
<b>Comprehension</b>	Student shows a clear understanding of the context, arguments, and sources associated with their position.	Student shows a basic understanding of the context and some understanding of the arguments and sources associated with their position.	Student does not understand the context, arguments, or sources.
<b>Persuasion</b>	Student speaks to the specific arguments and concerns raised by the audience and responds to alternate viewpoints.	Student addresses general audience concerns but may not fully address opposing viewpoints.	Student may not address audience concerns and ignores opposing viewpoints.
<b>Presentation Style</b>	Student speaks clearly at an adequate volume. Student is completely engaged.	Student's articulation and volume are mostly adequate. Student is mostly engaged.	Student cannot be understood. Student is disengaged or only somewhat engaged.
<b>Group Work</b>	Student worked diligently with classmates, helped others, and participated during each stage of the preparation according to their assigned role.	Student stayed on task in group work and mostly worked as a team player according to their assigned role.	Student was often off task and not helpful in the small group. Student was unprepared and did not understand their role.

Developed by Amy Howland and adapted by the Choices Program