

GRADING SILVER SUPERNOVA

Purpose

Throughout the course, student work is graded using the Big History writing and presentation rubrics. In order for students to understand the expectations of a rubric, it's helpful for them to use it themselves. In this activity, students will use the presentation rubric that will be used to evaluate their presentations at the end of the year.

Process

Review the Big History Presentation Rubric with students and let them know that this is the rubric that will be used to evaluate their presentation work over the year, including the Little Big History project presentations at the end of the year. Students should only grade the episode using the first two rows of the rubric, "Explanation of Ideas and Information" and "Organization." The last two rows, "Eyes, Body, and Voice" and "Response to Audience Questions," don't apply.

Working in small groups of three or four, ask the students to watch the episode again. They should be taking notes about each category that will help them justify their score.

Once complete, each group should talk through the score they gave the episode and make specific suggestions for what the folks at H2 could do to improve the episode. At the end of this activity, the class should report out the scoring and discuss across groups.



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Process

Review the Big History Presentation Rubric. This is the rubric that will be used to evaluate your presentation work over the year, including your Little Big History presentation at the end of the year. You should only grade the episode using the first two rows of the rubric, "Explanation of Ideas and Information" and "Organization." The last two rows, "Eyes, Body, and Voice" and "Response to Audience Questions," don't apply.

Working in small groups of three or four, watch Silver Supernova again. Take notes about each category that will help you to justify your score. Write these notes on your worksheet.

Once complete, each group will talk through the score they gave the episode and make specific suggestions for what the folks at H2 could do to improve the episode. At the end of this activity, groups will report out their scoring.



PRESENTATION RUBRIC

Directions: Use this rubric to evaluate presentations. Mark scores and related comments in the scoring sheet that follows.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Explanation of Ideas and Information	<p>Does not present information, arguments, ideas, or findings clearly, concisely, or logically.</p> <p>Argument lacks robust supporting evidence.</p> <p>It's difficult to follow the line of reasoning.</p> <p>Uses information that is not in line with the overall purpose.</p> <p>Does not consider opposing or alternative perspectives.</p>	<p>Presents information, arguments, ideas, or findings in ways that are not always clear, concise, or logical.</p> <p>Argument is supported by only some robust evidence.</p> <p>The line of reasoning is sometimes difficult to follow.</p> <p>Uses information that is only sometimes in line with the overall purpose.</p> <p>Attempts to consider and address opposing or alternative perspectives but does not do so clearly or completely.</p>	<p>Presents information, arguments, ideas, or findings clearly, concisely, or logically.</p> <p>Argument is well supported.</p> <p>The line of reasoning is logical and easy to follow and uses information that is appropriate for the purpose and audience.</p> <p>Clearly and completely addresses alternative or opposing perspectives.</p>	<p>Does an exceptional job presenting information, arguments, ideas, or findings clearly, concisely, and logically.</p> <p>Argument is well supported with robust, relevant, and interesting evidence.</p> <p>The line of reasoning is logical, easy to follow, well crafted, and uses information that is appropriate for the purpose and audience.</p> <p>Clearly and completely addresses relevant alternative or opposing perspectives.</p>
Organization	<p>Does not meet the presentation guidelines.</p> <p>Does not have a proper introduction or conclusion.</p> <p>Does not use time allotted (is too long or too short).</p>	<p>Meets most requirements for the presentation guidelines.</p> <p>Has a proper introduction and conclusion, but they are not clear or interesting.</p> <p>Uses the time allotted, but does not divide up that time logically (uses too little or too much time on a topic or idea).</p>	<p>Meets all presentation guidelines.</p> <p>Has a proper introduction that is clear and logical.</p> <p>Uses the time allotted well and organized the time appropriately.</p>	<p>Meets and exceeds all presentation guidelines; this presentation is particularly interesting, dynamic, and thoughtfully organized.</p> <p>Has an introduction that hooks the audience and a conclusion that incites questions and further interest.</p> <p>Organizes and uses times in what appears to be the best way possible.</p>



PRESENTATION RUBRIC

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Eyes, Body, and Voice	<p>Does not look at the audience or make eye contact.</p> <p>Lacks poise (appears nervous, fidgety, slouchy).</p> <p>Speaks in a way that is hard to understand.</p>	<p>Makes infrequent eye contact with the audience.</p> <p>Shows some poise (limited fidgeting or nervousness).</p> <p>Speaks clearly most of the time, but may be difficult to understand or hear at times.</p>	<p>Keeps eye contact with the audience most of the time—only glances at notes or slides.</p> <p>Shows poise and confidence.</p> <p>Speaks clearly and is easy to understand.</p>	<p>Keeps eye contact with the audience throughout.</p> <p>Shows exceptional poise and confidence.</p> <p>Speaks clearly, and in an engaging way that is interesting to listen to.</p>
Response to Audience Questions	<p>Does not directly address audience questions; goes off topic.</p>	<p>Answers audience questions, but not always completely and clearly.</p>	<p>Answers audience questions clearly and completely.</p> <p>Freely admits not knowing the answer to a question.</p>	<p>Answers audience questions clearly and completely; provides additional, relevant information.</p> <p>Admits not knowing the answer to a question, and provides ideas for how one might find the answers.</p>



PRESENTATION RUBRIC

Reviewer: Presenter:

Directions: Use this table to evaluate and comment on elements of a presentation. Put an X in the cell that denotes the grade. Use the other cells for comments.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)	Score
Explanation of Ideas and Information					
Organization					
Eyes, Body, and Voice					
Response to Audience Questions					
Language and Conventions					
Total Score					

