

## Susan Ambrose, History: Rubric for Group Presentations for Organized Crime and the Ethnic Connection

Criteria	Levels of Achievement		
	Sophisticated (3 points each)	Competent (2 points each)	Not Yet Competent (1 point each)
<b>Research</b>			
Quality (e.g. use of varied sources, evaluated and validated sources, accurate information)	Information is accurate; resources are legitimate; resources are varied when appropriate	Information is mostly accurate with only a few minor errors; one resource may be questionable; resources good but not varied enough	Information is unreliable and/or inaccurate; resources are not valid
Broad spectrum of information (e.g. on political, economic, social, historical and geographical dimensions)	Includes all five dimensions	Includes four of the five dimensions	Includes three or less dimensions
<b>Content of Presentation</b>			
Substantive use of information (e.g. explanations on political, economic, social, historical and geographical dimensions are complete and helpful; made connections, inferences, drew conclusions, noted convergence and divergence among resources)	Explanations of dimensions are complete and helpful and indicate how the dimensions interact with each other; draw conclusions, make connections and inferences	Explanations are complete and helpful but include little or no interaction among dimensions or explanations aren't quite as complete or helpful but there is an indication of interaction among dimensions; draw some conclusions and make some inferences but miss obvious ones	Incomplete and/or not helpful explanations with little or no indication of interaction among dimensions; presents others' information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences)
Effective slides (e.g. coherent, logical progression, well organized, include main points not details, "tell a story")	Slides clearly aid the speaker in telling a coherent story	For the most part slides are helpful in telling the story with only a few glaring problems	Slides interfere with the story

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<b>Communication</b>			
Clarity (e.g. explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, doesn't use jargon, demonstrates knowledge of key points, responds well to questions)	Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject	Presentation is coherent for the most part, but missing 1 or 2 important elements	Presentation lacks coherence
Style (e.g. speaks in sentences, clear enunciation, fluent delivery, well paced, maintains eye contact, fits time requirement, clearly practiced)	Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, doesn't run over allotted time	Presentation is polished, for the most part, but missing 1 or 2 important elements	Presentation is not polished
<b>Self-Evaluation</b>			
Analysis of group process and individual role within it	Clearly articulates what worked well and why, what did not work well and why, and ways to increase effectiveness and efficiency of group process in the future, considering self as well as others	Discusses only two of the three; discusses group without discussing self; discusses self without discussing group	Does not articulate any of the three – what worked well and why, what didn't work well and why, how to improve