

Students: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Balancing Act Rubric**

Area	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)	Total
<b>Topic Proposal</b>	Evidence that topic has been explored and an extensive amount of ideas, interactive elements, discussion questions, and participation activities have been generated.	Evidence that topic has been thought of and a good amount of ideas, interactive elements, discussion questions, and participation activities have been generated.	Evidence that topic has been considered and some amount of ideas, interactive elements, discussion questions, and participation activities have been generated.	Little evidence that topic has been explored and very few ideas, interactive elements, discussion questions, and participation activities have been generated.	/10
<b>Presentation</b>					
<b>Background Information (Knowledge &amp; Understanding)</b> - Status, pro's & con's, consequences, media coverage, etc.	The student has thoroughly researched the topic and is able to answer questions that go well beyond basic facts.	The student has researched the topic and is able to answer questions related to the facts of the issue and slightly beyond.	The student is able to answer questions related to the facts of the issue.	The student is unable to answer most questions related to the facts of the issue.	/15
<b>Audio-Visual Presentation (Application)</b>	The visual presentation supports the theme of the topic. It is well organized, insightful and interesting to watch.	The visual presentation relates to the theme of the topic. It is fairly organized and helps the presentation's quality.	The visual presentation relates loosely with the topic. It lacks creativity and insight and but does cover the major themes.	The visual presentation lacks the necessary information. At times it is confusing and does not necessarily relate to the topic being discussed.	/5
<b>Discussion Questions (Thinking &amp; Inquiry)</b>	Questions show evidence of thorough understanding of the complexity of the topic and require participants to think about the issue from a different perspective.	Questions are thought provoking and highlight the most important aspects of the topic.	Questions are simplistic and/or do not do justice to the topic's possibilities. They need to be more insightful.	Questions are not discussion inducing. They are not insightful and do not engage the class.	/5
<b>Class Involvement (Communication)</b>	The class is actively engaged and involved in the discussion. They want to participate and the discussion is shared equally, not dominated by a few students.	The class is engaged in the discussion. They are paying attention to the discussion and some of the class is actively participating.	The class is engaged for some of the discussion but their attention fades at times. The same students seem to be participating consistently.	Much of the class is not engaged. They are not paying attention and are not interested in discussing the issues. The presenters are dominating the discussion.	/15
<b>Organization (Application)</b>	The presentation started on time. The entire presentation and discussion flowed smoothly and was not disrupted. Students knew what was expected of them throughout the presentation.	The presentation started on time. The entire presentation and discussion flowed fairly smoothly and was not disrupted. Students knew what was expected of them most of the time throughout the presentation.	The presentation started a bit late. The entire presentation and discussion was sometimes disrupted. Students knew what was expected of them some of the time throughout the presentation.	The presentation was late getting started. The presentation and discussion lacked flow. Students did not know what was expected of them throughout the presentation.	/5
<b>Individual Aspects</b>					
<b>Overall Impression of Presenters</b> - Professional Appearance - Audible - Enthusiastic	/5	/5	/5	/5	
<b>Written Reflection (Thinking and Inquiry)</b>	/10	/10	/10	/10	
<b>Total</b>	/70	/70	/70	/70	