

NAME \_\_\_\_\_

## Spotlight on Change Agents Assessment Rubric

CRITERIA	EMERGING 1	PROGRESSING 2	ACCOMPLISHING 3	EXCEEDING 4
<b>PRESENTATION/ APPEARANCE</b>	The presentation is weak, contains many errors and does not engage the audience.	The presentation is adequate, has some errors and engages the audience slightly.	The presentation is strong, has only minor errors and engages the audience.	The presentation is of the highest quality, free of errors and engages the audience.
<b>CONTENT</b>	The interview questions, results and final presentation do not convey information or ideas relevant to themes explored in class.	The interview questions, results and final presentation convey a surface-level idea relevant to themes explored in class.	The interview questions, results and final presentation convey ideas relevant to themes explored in class.	The interview questions, results and final presentation strongly convey ideas relevant to themes explored in class.
<b>CREATIVITY</b>	No evidence of original, creative interview questions.	Some evidence of original, creative interview questions.	Clear evidence of original, creative interview questions.	The interview questions are thoughtful and unique. The final presentation stands out in its creative delivery.
<b>CONNECTION TO THE CENTRAL TEXT</b>	The work does not connect to the central text or its themes in any way.	The work includes a superficial reference to the central text and/or its themes but does not dig deeper.	The work clearly incorporates the central text and its themes and shows some evidence of thoughtful interpretation.	The work reflects a sophisticated interpretation of the central text and its themes demonstrated by thoughtful use of allusions or direct quotes.
<b>DEMONSTRATION OF ANTI-BIAS COMPETENCY</b>	Student shows emerging understanding of the expectations in anti-bias standard _____	Student is progressing toward the expectations in anti-bias standard _____	Student meets the expectations in anti-bias standard _____	Student exceeds the expectations in anti-bias standard _____
<b>COLLABORATION/ COOPERATION (OPTIONAL)</b>	Students worked individually.	Students worked together but contributions were unbalanced.	Students worked well together and contributions were balanced.	Students worked very well together; they compromised and built off one another's ideas.