Equality: Are Some More Equal Than Others?
International Conference Presentation Rubric

	4	3	2	1
Speakers (Group)	Each member of our group represents a different perspective (such as sex, ethnicity, nationality, historical time period, or position on human rights).	At least three different perspectives are represented by our group members.	Two or fewer perspectives are represented by our group.	No diversity of perspectives are represented by our group.
Multimedia Presentations (Individual)	My content is well organized, and I have used headings or bulleted lists to group related material. The graphics, color, and animation in my presentation enhances the content. My presentation contains no mechanical errors, and the format follows technical writing standards (such as parallel construction).	My content is organized, and I have used headings or bulleted lists to group related material. I made an effort to use graphics, color, and animation effectively. My presentation contains very few mechanical errors, and the format generally follows technical writing standards.	My content is fairly well organized, and I have used headings or bulleted lists to group related material. My presentation is unappealing visually or visual enhancements overpower the content. My presentation contains some mechanical errors that detract from meaning.	My content is not organized. Too much or not enough information may appear on individual slides. The appearance of my presentation detracts from the content. My presentation contains numerous errors that detract from meaning.
Speaking Presentations (Individual)	My presentation includes in-depth references to the following required topics: • Concepts such as role, status, and social class during conflicts among individuals • Roles of citizens and their participation and involvement in civic projects My presentation reflects the general point of view of the speaker, and I incorporate at least two direct quotes that fit in naturally with the overall discussion.	My presentation reflects an ability to discuss the following required topics: • Concepts such as role, status, and social class during conflicts among individuals • Roles of citizens and their participation and involvement in civic projects My presentation may incorporate direct quotes that address the questions and reflect the general point of view of the speaker.	At times, my presentation reflects a superficial discussion of the following required topics: • Concepts such as role, status, and social class during conflicts among individuals • Roles of citizens and their participation and involvement in civic projects My presentation may incorporate direct quotes inappropriately and/or fail to reflect the general point of view of the speaker.	My presentation fails to address the following required topics in any significant way: • Concepts such as role, status, and social class during conflicts among individuals • Roles of citizens and their participation and involvement in civic projects My presentation does not include any direct quotes and fails to reflect the general point of view of the speaker.

	My presentation reflects the historical, social, and political context of the speaker.

My responses to the audience's questions shows my deep understanding of the speaker's point of view and background.

I am completely prepared and have obviously rehearsed.

I consistently use gestures, eye contact, voice, and enthusiasm to keep the audience's attention. | My presentation reflects the contexts of the speaker's life.

My responses to the audience's questions show my understanding of the speaker's point of view.

I seem prepared but might have needed a couple more rehearsals.

I frequently use gestures, eye contact, voice, and enthusiasm to keep the audience's attention. | My presentation reflects some of the contexts of the speaker's life or does so only superficially.

My responses to the audience's questions show my limited understanding of the speaker's point of view.

I am somewhat prepared, but I clearly needed a few more rehearsals.

I sometimes use gestures, eye contact, voice, and/or enthusiasm to keep the audience's attention. | My presentation does not reflect the contexts of the speaker's life.

My responses to the audience's questions show a misunderstanding of the speaker's point of view.

I do not seem at all prepared to present.

I use limited or no gestures, eye contact, voice, and/or enthusiasm to keep the audience's attention. |
| **Presentation (Group)** | Our conference is well organized, follows the time limitations, and flows well.

Our settings, props, and costumes, as appropriate, contribute to the meaning of our speakers' comments.

Our multimedia presentation includes introductory and concluding slides that set the theme, engage the audience, and leave them with something to think about. | Our conference is organized and follows the time limitations.

Our settings, props, and costumes, as appropriate, somewhat contribute to the meaning of our speakers' comments.

Our multimedia presentation includes engaging introductory and concluding slides. | Our conference appears disorganized, and responses are either too brief or too long.

Our settings, props, and costumes detract from the meaning of our speakers' comments.

Our multimedia presentation includes introductory and concluding slides. | Our conference appears thrown together, and most speakers seem unprepared.

We use little or no settings, props, or costumes.

Our multimedia presentation is not connected with introductory or concluding slides. |

Handout (Group)	Our selected quotes are informative, provocative, significant, and correctly cited. Our resources are annotated in ways that make them useful to others. Our information is organized on the page in a way that makes it easy to find and use. We have no spelling, punctuation, or capitalization errors.	Our important quotes are included and generally cited correctly. Our resources are annotated. Our information is organized. We have few spelling, punctuation, or capitalization errors, and they do not detract from meaning.	Our quotes may not be selected for their significance and are either not cited or cited incorrectly. Our resources may not be annotated or may be annotated poorly. Our information is somewhat unorganized. We have spelling, punctuation, or capitalization errors that sometimes detract from meaning.	Our quotes are not included or are selected inappropriately. Our resources are not included or poorly annotated throughout. Our information is unorganized. We have numerous errors that detract from meaning.
Process (Group and Individual)	Each stage of our project was completed on or ahead of time. All group members participated equally in the project and each member produced excellent work. Our group members supported each other, found ways to help each other in areas of weakness, and took advantage of each other's areas of strength.	Each stage of our project was completed on time. All group members participated equally. When problems arose, a reasonable attempt was made to work them out within the group.	More than one stage of our project was late. Work level was distributed unequally within our group. Problems were ignored or exacerbated by group members' responses.	Most of the stages of our project were late. Our group was dysfunctional and little or no efforts were made to resolve problems.