

# Scoring Guide Argumentative PowerPoint

Learning Goal	Not Present	Emerging (1)	Developing (2)	Proficient (3)	Exemplary (4)
<b>Develop claims and counterclaims fairly, using supporting evidence effectively</b>	Develops no evidence of a balanced look at the issue, states or insists on own claim	Develops own claims with some evidence, may ignore or dismiss counterclaims	Develops own claims using evidence, other claims may only be mentioned, the two sets of claims are not weighed against each other	Develops own and other claims examining at least some evidence and/or implications for each	Develops own and other claims, examining the evidence and implications for each in a way that is balanced and fair
<b>Gather relevant information from digital sources; assess the usefulness of each source in answering the research question</b>	Has no sources to support claims or counterclaims; argument based on personal opinion alone	Has 1-2 sources that may not have been evaluated	Has at least 3 sources that have been evaluated to a degree; however, more reliable sources are available	Has at least 4 sources that have been evaluated proficiently to support claims and counterclaims	Has over 4 sources that have been evaluated successfully to provide reliable support for claims and counterclaims
<b>Utilize resources while avoiding plagiarism and following a standard format for citation.</b>	Does not follow MLA guidelines and/or may have lifted text from the original source	Provides some MLA formatting and attempts paraphrasing, summarizing, or quoting but issues are present with these skills	Basic MLA formatting is utilized and/or most information is paraphrased, summarized, or quoted	MLA formatting is used effectively and information is adequately paraphrased, summarized, or quoted	MLA formatting is consistently and reliably implemented and all evidence is paraphrased, summarized, or quoted.
<b>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b>	The use of digital media is not present in the project.	Presentation's elements are not visually appealing. Font formatting makes it difficult to read the material. Animation may not be used or used ineffectively. Errors in grammar, conventions, and spelling are distracting.	Presentation has elements that make it difficult to read. Font formats have not been carefully considered . Animation is distracting or inconsistent. The presentation has several errors in conventions, grammar, and spelling.	Presentation is easy to read even from the back of the room. Font formats have been carefully planned to enhance readability. Animation is used. Presentation has a few errors in conventions, grammar, or spelling.	Presentation is visually appealing and is easy to read even from the back of the room. Font formats (color, bold, italic) have been carefully planned to enhance readability and content. Animation is used effectively and is not distracting. Grammar, conventions, and spelling are accurate.
<b>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning</b>	Student did not present findings in an understandable manner. Listeners were unable to glean information from the presentation.	Student paid little attention to rate, volume, or pitch. He/she read nearly word for word from PowerPoint or notes.	Student spoke at an understandable rate and volume but rarely varied his pitch. He/she relied heavily on notes.	Student's pitch was usually varied but he/she spoke faster or slower than necessary or too quietly or loudly occasionally. He/she used eye contact but relied on notes a bit more than necessary.	Student made use of notecards to present information logically. He/she varied pitch and spoke at an effective rate while maintaining volume. He/she used eye contact to connect with the audience and check for understanding.