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|  | **Communication** | **Evidence of Communicating Effectively (Oral & Visual)** | **Thinking Critically** | **Evidence of Thinking Critically (Synthesize & Argue)** |
| **0 Points** | Student didn’t choose an appropriate format for their presentation. |  | Student did not research and analyze an innovation, nor did they connect their innovation unit concepts. |  |
| **1-2 Points** | Student chose an appropriate format for their presentation and attempted to make the presentation more appealing to their audience. | Student attempted to research and analyze an innovation in order to make a valid argument. The student also attempted to connect their innovation to unit concepts of fairness and development. |
| **3-4 Points** | Student chose an appropriate format for their presentation and made their presentation more appealing to their audience by using new ideas and information to make an argument. | Student successfully researched and analyzed an innovation in order to make a valid argument. The student also successfully connected their chosen innovation to unit concepts of fairness and development. |
| **5-6 Points** | Student chose an appropriate format for their presentation and made their presentation appealing for their audience by creatively exhibiting understands of new ideas and information in order to make an argument. | Student successfully researched and analyzed an innovation and synthesized that information to create a valid argument. The student also made multiple connections between their chosen innovation and the unit concepts of fairness and development. |
| **7-8 Points** | Student chose an appropriate format for their presentation and made their presentation visually appealing for their audience by creatively exhibiting new ideas and information in order to make an argument. The student also demonstrated understanding of how their innovation affected the development of the US and some people more than others. | Student successfully research and analyzed an innovation and synthesized that information to create a valid argument. The student also made numerous connections between their chosen innovation and the unit concepts of fairness and development, emphasizing how their innovation affected some people more than others. |
| **Totals** | Points for Communication |  | Points for Thinking Critically |  |