**AP Art History Individual Snapshot Presentation Rubric**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Categories** | **Advanced Proficient** | **Proficient** | **Emerging Proficient** | **Below Proficient** | **No Evidence** |
| **Organization and Sequencing of**  **Information** | All information is organized in a  concise, logical manner, with a clear introduction and accurately presents all of the information required in the snapshot. Presentation is within 5 – 8 min range. Any overage due to relevant added information. | Most information is organized in a  concise, logical manner, with a clear introduction and accurately presents all of the information required in the snapshot. Pres. Within 4 – 9 min range | Most information is organized, however there are some areas where accuracy and completion could be improved. Presentation runs under or over time by two mins. Overtime information irrelevant. | Effort made to organize  information, however areas may be unclear or difficult to follow. May be incomplete. Pres runs more than two mins under time. | Information is not clear or organized, is difficult to follow or is missing significant information from snapshot. Pres timing wholly inadequate for information needed. |
| **Quality of information** | Excellent accuracy meticulous, without errors and highly detailed. May contain additional information not required for snapshot | Mostly accurate, meticulous, without errors and highly detailed. | Accurate important information though research may be somewhat lacking. | Little determination of important information, research very lacking | Poor determination of important information; little indication of research |
| **Graphics/Visual Aids** | Excellent incorporation of graphics  for highly effective communication  of information. Reflects originality  and high quality visuals. Reliance  on text only when absolutely  necessary. | Good incorporation of graphics for effective communication of information. Visuals are of good quality. Reliance on text where  appropriate. | Satisfactory use of graphics for communication of information. Some information in text format.  Some visuals may be of  questionable visual quality. Could improve with more effort. | More heavily weighted toward text than graphics to communicate information. Visuals presented are of poor quality. Needs improvement. | Did not incorporate graphics into presentation. Total reliance on textual information r |
| **Delivery** | Exceptionally clear pronunciation,  strong vocal projection, highly  appropriate speed of delivery and  accurate pronunciation of terms. Little use of note cards, if any. | Clear pronunciation, good projection, appropriate speed of  delivery and correct pronunciation of almost all terms. Minimal use of vocal fillers. Some reading from cards or slides. | Enunciation, projection, speed of delivery and pronunciation is satisfactory. Some use of vocal fillers. One or more areas could use minor improvement. | May have needed multiple  prompts for pronunciation, speed of delivery, projection or pronunciation to be satisfactory.  Frequent use of vocal fillers Needs improvement. | Problems with pronunciation, vocal  projection, speed of delivery, vocal  fillers and/or pronunciation  Relied on slides or notecards for information. |
| **Poise and Body Language** | Demonstrates great poise.  Completely relaxed and at ease  during presentation. Excellent eye  contact with audience. | Demonstrates poise. Relaxed and at ease during presentation. Good eye contact with audience. | Slightly tense or nervous, but not enough to interfere with delivery of  presentation. Effort to make eye contact with audience. | Tenseness, nervousness or  passivity is evident and begins to interfere with delivery of  presentation. Struggled to make eye contact with audience. | Tenseness, nervousness, passivity or negative attitude overshadowed the substance of the presentation. Little or no eye  contact |