**Rubric for Web Quest Group Presentation**

|  | **Minimal** | **Progressing** | **Proficient**  | **Advanced** |
| --- | --- | --- | --- | --- |
| **Presentation Skills** | No eye contact, hard to hear/understand | Eye contact and unclear pronunciation distract from the presentation, making it somewhat confusing | Eye contact, volume and pronunciation are all consistent throughout the presentation  | Use of appropriate eye contact, adequate volume, and clear pronunciation demand audience attention and participation |
| **Evidence from the text** | No cited evidence or paraphrasing of the reading  | Information is broad and lacking specific textual evidence and details | Information is clear, with some specific supporting details | Specific textual evidence clearly supports analysis of primary and secondary sources |
| **Critical Thinking** | Students do not move beyond a direct summary of their research of the trail | Students indicate some lower level synthesis and understanding of the change in time and place on the trail, but do not move beyond to infer, analyze, hypothesize or predict | Students are clearly thinking about the research in a critical manner, inferring and even hypothesizing time and place changes on the trail | Students clearly analyze the research they have gathered and synthesized, drawing upon critical thinking skills such as inferring, analyzing, hypothesizing, and predicting. |
| **Visual Presentation** | No visual component | Presentation includes visual component but seems thrown together, or is simply copied from another site | Presentation includes a slideshow that works to explain/summarize key points | Presentation is enhanced with a quality slideshow or group-generated graphic that clarifies the information and engages the audience |