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|  | **1** | **2** | **3** | **4** |
| **Supporting Information** | Evidence is unrelated to argument. | Argument is supported by limited evidence. | Evidence clearly supports the position; but there is not enough evidence. | Evidence clearly supports the position; evidence is sufficient. |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |
| **Delivery** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. | Student used a clear voice and correct, precise pronunciation |
| **Content Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required)with explanations and elaboration. |

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**Middle Ages/*Sir Gawain* Discussion Panel Rubric**

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