Roles and Functions of the Correctional System

**Course**
Principles of LPSCS

**Unit IV**
Corrections

**Essential Question**
What is the role and function of the correctional system in society?

**TEKS**
§130.292(c)
(10)(A)(B)(C)
(D)(E)(F)

**Prior Student Learning**
one

**Estimated Time**
3 hours

**Rationale**
The correctional system in the United States plays a key role in society. It is important to understand what careers are available, their required duties, and the differences between the types of correctional systems. It is also imperative that we address the rights of those confined within the correctional system.

**Objectives**
The student will be able to:
1. Explain what career opportunities are available in the correctional system, including probation and parole.
2. Explain the duties and responsibilities of correctional officers.
3. Outline the history of prisons in the U.S.
4. Explain the differences between jails and prisons.
5. Identify the levels of security in prisons and jails.
6. Explain the constitutional rights of inmates in prisons and jails.

**Engage**
Career Exploration. Allow the students to research careers in corrections within their geographical area, including information about hiring guidelines, job duties, and salaries. The students should report their findings to the class. They can then compare and contrast correctional careers, and discuss the differences between jails and prisons. The Discussion and/or Presentation Rubrics may be used for assessment.

**Key Points**
I. Correctional Careers and Duties – there are many career options available to individuals seeking careers within the correctional system. Job duties, hiring requirements, and salaries vary by employer.
   A. Probation or Parole Officer – counsel, monitor, and evaluate the progress of offenders to determine whether they are abiding by the court’s expectations of them, and whether they will be eventually released from supervision
      1. Probation – an alternative to incarceration
      2. Parole – a supervised release from incarceration before the expiration of the sentence
         a. District Parole Officers – supervise offenders who have been released on parole, or mandatory supervision, to complete their sentences while living in Texas communities
         b. Institutional Parole Officers – physically assigned to Texas Department of Criminal Justice (TDCJ) units. They interview incarcerated offenders in TDCJ Units, federal correctional institutions, contracted facilities, and county
jails statewide to prepare Parole Case Summaries.

B. Correctional Officers – primarily responsible for the safety and security of the unit and the offenders within the unit

C. Jailers/Detention Officers – similar to correctional officers, usually work in pretrial detention facilities

D. Juvenile Detention Officers – similar to correctional officers with a specialization in juvenile offenders

E. Federal Correctional Officers – similar to correctional officers with a specialization in the federal correctional system

F. Warden – the chief administrator of a prison

II. Four Early Prison Systems

A. Early Jail conditions were primitive and inhumane
   1. Sixteen people in a 12-foot by 12-foot cell
   2. Prisoners provided their own food and medical needs
   3. Could buy alcohol, food, privileges, and cell space
   4. Indigents had to work for their keep
   5. Men, women, and children all housed together
   6. Sick and healthy housed together
   7. No heat, no plumbing, and no adequate sleeping or living space
   8. Many deaths from sickness and starvation

B. Walnut Street Jail
   1. 1790 law passed by Pennsylvania legislature
      a. Humane physical facilities
      b. Adequate food and water at public expense
      c. Separation of men, women, and children
      d. Prohibition on “buying” better treatment
      e. Debtors and mentally ill separated from criminal population
      f. Orphans were moved to separate buildings
   2. Prison Life
      a. Prisoners worked but were paid for labor
      b. Earn early release for good behavior
      c. Attempted to rehabilitate prisoners
      d. Became overcrowded
      e. Conditions deteriorated and costs skyrocketed
      f. Prison failed at rehabilitation

C. Eastern State Penitentiary
   1. Built in 1892
   2. Cost $500,000 to house 250 prisoners
   3. The most expensive building in the new world
   4. First in the country to have flush toilets and heat
   5. Designed as a penitentiary, not jail or prison
      a. Penitentiary – a correctional institution based on the concept that inmates could change their criminality through reflection and penitence
      b. It had individual cells, and the prisoners had to become proficient with a skill for use after release
   6. Expected to read the Bible when not working or exercising
   7. Use of the “silent system”
8. Maximum security, walled, self-contained
9. Cells 12’ x 7.5’ with a window
10. Working, exercising, eating, and sleeping all performed in the prisoner’s cell

D. The Auburn System
1. Built in 1816, walled, maximum security
2. Cells 7’x 4’, 7’ high, back to back, 5 tiers located in the center of the building inside “cell blocks”
3. Cells poorly lit, no fresh air
4. Inmates moved to other locations in the unit for work, exercise, and eating
5. Silent system used but hard to enforce
6. Corporal punishment used for violations
7. Marched from place to place
8. Short haircuts
9. Distinctive uniforms
10. First use of solitary confinement
11. Prison industries (the prison was self-sufficient)
12. Prototype American prison

E. Southern Penal System
1. Convict lease system was implemented after the end of slavery
2. Construction work, factory work, agricultural work
3. Very poor work and living conditions
4. Worked 12-15 hours a day
5. Often lived in cages, and discipline was brutal
6. Origin of “chain gangs”
7. The 1930 Prison Farm System replaced the lease system
8. Inmate labor used to sustain prisons and other profit industries
9. Used prisoners as guards and supervisors to cut costs
10. Arkansas and Texas brought about U.S. Supreme Court decisions on the 8th amendment

III. Jails – short-term, multipurpose holding facilities that serve as the gateway for the criminal justice system

A. Jails house different types of offenders
1. Defendants awaiting trial
2. Defendants convicted of misdemeanors
3. The mentally ill, pending movement to a health facility
4. Local, state, and federal prisoners
5. Adults
6. Juveniles
7. Absconders
8. Witnesses
9. Awaiting trial or transport
10. Convicted prisoners
11. Adults of both genders

B. Punishment ranges for jail
1. Class A Misdemeanor – up to 2 years and $4,000 fine
2. Class B Misdemeanor – up to 180 days and $2,000 fine
3. Class C Misdemeanor – up to $500 fine

C. County Jails
1. Over 3,300 local/county jails
2. Vary in size from less than 50 to more than 7,000 inmates
3. The population has more than doubled since 1983
4. Very few municipal jails

IV. Prisons – correctional institutions for prisoners convicted of felonies
A. Extended sentences
B. Inmates separated by sex
C. Architecture reflective of gender bias
D. Punishment ranges for prison
   1. State Jail Felony – 180 days to 2 years, $10,000 fine
   2. 3rd degree Felony – 2 to 10 years, $10,000 fine
   3. 2nd degree Felony – 2 to 20 years, $10,000 fine
   4. 1st degree Felony – 2 to 99 years, $10,000 fine
   5. Capital Felony – life without parole, or death

E. Security levels
   1. Minimum – few physical barriers to escape and lots of programs for offenders
   2. Medium – self-contained, walled fortresses that offer vocational, education, and rehabilitation for offenders
   3. Maximum – dangerous or violent offenders are housed in a self-contained, fortress-like facility
   4. Administrative segregation (solitary confinement) – offenders are kept in single cells 23 hours a day

F. Private jails and prisons
   1. For-profit facilities run by private security companies
   2. Contracted by counties at lower cost
   3. Fewer programs or opportunities for offenders
   4. Less training and lower pay – the conditions are often below state standards
   5. Escapes and assaults carry smaller penalties

V. Constitutional rights
A. Retain all the rights of “free” citizens
B. Three government interests, however, justify curtailing offenders’ rights:
   1. Maintaining internal order and discipline
   2. Securing the institution against unauthorized access or escape
   3. Rehabilitating offenders
C. Types of cases filed
   1. Habeus Corpus – a single offender files suit for unlawful imprisonment based on a violation of constitutional rights
   2. Section 1983 – a class action suit based on unfavorable prison conditions and seeking monetary damages. The judgment affects all offenders.
D. Bill of Rights
   1. First Amendment
a. Freedom of speech
b. Freedom of religion
c. Freedom of press
d. Freedom of assembly
e. Freedom to petition government for redress of grievances

2. Fourth Amendment – protects against unreasonable search and seizure

3. Fifth Amendment
   a. Right to jury
   b. Protects against double jeopardy
   c. Protects against self-incrimination
   d. Prohibits the taking of life, liberty, or property without due process
   e. Prevents the taking of private property without just compensation

4. Sixth Amendment
   a. Public and speedy trial
   b. Impartial jury
   c. Informed of nature and causation against you
   d. Confront witnesses
   e. Compulsory process for obtaining witnesses
   f. Right to an attorney

5. Eighth Amendment
   a. Protects against unreasonable bail
   b. Prohibits cruel and unusual punishment

6. Fourteenth Amendment
   a. Privileges and immunities
   b. Right to due process
   c. Right to equal protection under law

VI. Case Law
   A. Turner v. Safely – the most important prison law case ever decided on by the Supreme Court. This case established that penal institutions could limit offender correspondence for the overall safety of the institution, but could not limit the scope under which the marriage of an offender could occur.

Activities
1. Case Law Activity. The students will read Turner v. Safely and answer the fundamental questions addressed to better understand the ruling of the court. Discuss the answers as a group. Have the students argue the facts of the case, for and against. Use the Case Law Activity Handout for the activity and the Case Law Activity Handout Key for assessment.

2. Who Wants to Be a Zillionaire? Divide the students into teams. Each team will take turns answering questions, either as individuals or as a team. Assign a student to keep score. Read each question and its possible answers. Give the answering student or team a designated amount of time to answer the question. You may allow the opposite team to answer if the
first team answers incorrectly.

3. Outline the History of U.S. Prisons. Have the students work individually or in groups to research and create a general outline of the History of U.S. Prisons. Use the Individual Work Rubric and the Research Rubric for assessment.

Assessments
Roles and Functions of the Correctional System Exam and Key Discussion Rubric
Individual Work Rubric
Presentation Rubric
Research Rubric

Materials
Roles and Functions of the Correctional System computer-based presentation
Who Wants to be a Zillionaire computer-based presentation
Case Law Activity Handout and Key
Computers with Internet access
Projector and screen

Resources

http://www.bls.gov/oco/ocos156.htm

Do an Internet search for the following:
- Findlaw Turner Safely
- Supreme justia Turner Safely

Accommodations for Learning Differences
For reinforcement, the students can interview a correctional employee about their job duties and requirements. Students can be creative in the type of correctional employee they interview. Some examples would be jailers, correctional officers (TDCJ), parole officers, probation officers, or juvenile probation/parole officers. Use the Individual Work Rubric for assessment.

For enrichment, have the students create their own prison in groups using the information contained in this lesson. The unit should include which style prison it is being modeled after, the offense levels housed, the staff’s qualifications, the staff’s salary, the style of the housing unit, how the prison is funded, and the unit’s level of security (including the security system). Have the students present their prison to the class. Use the Presentation Rubric for assessment.

State Education Standards
Texas Essential Knowledge and Skills for Career and Technical Education
§130.292. Principles of Law, Public Safety, Corrections, and Security (One-Half to One Credit).
(10) The student identifies the roles and functions of the correctional system. The student is expected to:
   (A) Explain career opportunities available in the correctional system, including probation and parole;
   (B) Explain the duties and responsibilities of correctional officers;
   (C) Outline the history of prisons in the U.S.;
   (D) Explain the difference between jails and prisons;
   (E) Identify the levels of security in prisons and jails;
   (F) Explain the constitutional rights of inmates in prisons and jails.

College and Career Readiness Standards
II. Foundational Skills
   E. Technology
      1. Use technology to gather information.
      2. Use technology to organize, manage, and analyze information.
      3. Use technology to communicate and display findings in a clear and coherent manner.
      4. Use technology appropriately.
Case Law Activity

Instructions: read the court decision Turner v. Safely and answer the following questions.
Which two regulations were challenged by this case?
1. 
2. 

What are the two main issues?
1. 
2. 

What was the court’s decision?

What factors can be considered in making the reasonableness determination?
Case Law Activity Key

Have students read the court decision *Turner v. Safely* and answer the following questions.

**Which two regulations were challenged by this case?**
1. Regulations were in place regarding correspondence between family members who are offenders at different institutions, and between offenders concerning legal matters, but allowed correspondence based on each offender’s classification or treatment. Offender-to-offender correspondence was prohibited.
2. A policy prohibiting the marriage of offenders, except under compelling circumstances; generally a pregnancy or the birth of an illegitimate child.

**What are the two main issues?**
1. Does a policy that regulates correspondence between family members housed at different institutions and between offenders concerning legal matters, but allows other correspondence between offenders violate the constitutional rights of the offenders? **No**
2. Does a policy permitting an offender to marry only under compelling reasons violate an offender’s constitutional rights? **Yes**

**What was the court’s decision?**

The Federal District Court found both regulations unconstitutional, and the Court of Appeals affirmed.

**What factors can be considered in making the reasonableness determination?**

A policy impinging on offender’s constitutional rights is valid if it reasonably relates to the interest of the penal facility. The factors of reasonableness include
1. Is there a valid connection between the policy and the government interest justifying it?
2. Does the offender have alternate methods of exercising their rights?
3. How will the constitutional right impact correctional officers, prison resources, and offenders?
4. Are there any alternatives to granting the right?
Roles and Functions of the Correctional System Exam

1. _____ Jails house what type(s) of offenders?
   a. Misdemeanor
   b. Felony
   c. Both
   d. Neither

2. _____ Prisons house what type(s) of offenders?
   a. Misdemeanors
   b. Both
   c. Felonies
   d. Neither

3. _____ Johnny commits Possession of Prohibited Weapon, which is a Class A offense. He can be sentenced with what penalty?
   a. 2 years/$4,000 fine
   b. 180 days/$500 fine
   c. 2 years/$2,000 fine
   d. 180 days/$2,000 fine

4. _____ Rachel receives a ticket for speeding. Can Rachel be arrested?
   a. Yes
   b. No

5. _____ Jason is serving a State Jail sentence for theft of livestock ($1,500-$5,000). What is the punishment range that Jason can be sentenced to?
   a. 2-10 years
   b. 1 year
   c. 180 days-2 years
   d. None, Jason can receive probation

6. _____ What is the punishment for a Class C ticket?
   a. $500 fine/30 days in jail
   b. $500 fine only
   c. $2,000 fine/180 days jail
   d. None of the above

7. _____ Gerard has a baggie of less than 2 oz of marijuana in his pocket. He is charged with a Class B offense for possession. What might his punishment be?
   a. 2 years/$4,000 fine
   b. 2 years/$2,000 fine
   c. 180 days/$4,000 fine
   d. 180 days/$2,000 fine

8. _____ What is the punishment for a 1st degree felony?
   a. 2-10 years/$10K fine
   b. 2-20 years/#10K fine
   c. 2-99 years/$10K fine
   d. Death
9. What is the punishment for a 2\textsuperscript{nd} degree Felony?
   a. 2-10 years/$10K fine
   b. 2-20 years/$10K fine
   c. 2-99 years/$10K fine
   d. Death

10. What is the punishment for a 3\textsuperscript{rd} degree felony?
   a. 2-10 years/$10K fine
   b. 2-20 years/$10K fine
   c. 2-99 years/$10K fine
   d. Death

11. Death is the only punishment available for a capital crime in Texas.
   a. True
   b. False

12. Prisons house what type of offenders?
   a. High level property offenders
   b. High level drug offenders
   c. Violent offenders
   d. All of the above

13. Probation and parole officers may have to supervise offenders with different types of needs, such as mentally retarded, elderly, sick, or homeless people.
   a. True
   b. False

14. Early jail conditions included all but which of the following?
   a. Men, women, and children all housed together
   b. Purchase of alcohol, food, privileges, and cell space
   c. Prisoners provided their own food and medical care
   d. 2 people housed in 12 x 12 cell

15. The Walnut Street Jail reforms included which of the following?
   a. Separation of men, women, and children
   b. Humane physical facilities
   c. Orphans moved to separate building
   d. All of the above

16. Which facility was built in 1892 and was deemed the world’s most expensive building?
   a. Walnut Street Jail
   b. Eastern State Penitentiary
   c. Auburn Prison
   d. Southern Penal System

17. A correctional institution based on the concept that inmates could change their criminality through reflection and penitence.
   a. Jail
   b. Prison
   c. Penitentiary
   d. None of the above
18. _____ Which system used the “silent system”?
   a. Walnut Street Jail
   b. Southern penal system
   c. Eastern Penitentiary
   d. Auburn system and Eastern Penitentiary

19. _____ The Auburn system was the first to move offenders to different locations for work, exercise, and eating.
   a. True
   b. False

20. _____ The Auburn system included which of the following?
   a. Solitary confinement
   b. Prison industries
   c. Short haircuts
   d. All of the above

21. _____ Which system utilized convict labor for construction, factory, and agricultural work?
   a. Eastern penitentiary
   b. Walnut Street jail
   c. Auburn system
   d. Southern Penal System

22. _____ The Southern Penal System is characterized by which of the following?
   a. Chain gangs
   b. Prison reforms
   c. Use of prisoners as guards
   d. All of the above

23. _____ In the 1980’s, the U.S. Supreme court ruled that inmates could sue for all but which of the following violations?
   a. Living conditions
   b. Medical treatment
   c. Prison policies
   d. Sexual relations policies

24. _____ A short-term, multipurpose holding facility that serves as a gateway for the criminal justice system.
   a. Prison
   b. Jail
   c. Penitentiary
   d. SAFP

25. _____ Jails may hold which of the following types of individuals?
   a. Defendants convicted of misdemeanors
   b. Parole Absconders
   c. Witnesses
   d. All of the above
26. _____ A correctional institution for prisoners convicted of felonies.
   a. Prison
   b. Jail
   c. Penitentiary
   d. SAFP

27. _____ Which security level institution is described as a fortress-like, walled, self-contained institution that offers inmates education, vocations, and rehabilitation?
   a. Administrative segregation
   b. Maximum security
   c. Minimum security
   d. Medium security

28. _____ Offenders are kept in single cells for 23 hours a day. They are allowed to shower and recreate for 1 hour a day.
   a. Minimum security
   b. Administrative segregation
   c. Maximum security
   d. Medium security

29. _____ Contains few physical barriers to escape, and many work and rehabilitative programs for offenders.
   a. Minimum security
   b. Medium security
   c. Maximum security
   d. Administrative segregation

30. _____ Houses violent, high-risk offenders that may be at risk for escape.
   a. Minimum security
   b. Medium security
   c. Maximum security
   d. Administrative segregation

31. _____ Common problems of private prison and jails include all but which of the following?
   a. Less programs for offenders
   b. Less training and pay, and sub-standard conditions
   c. Escapes and assaults carry lesser penalties
   d. Substantially lower operating costs

32. _____ All but which of the following are career options in the correctional field?
   a. Jailer/Detention officer
   b. Parole officer
   c. Police officer
   d. Correctional officer

33. _____ Correctional officer duties include which of the following?
   a. Conduct searches of offenders and their property
   b. Supervise offenders released from prison into the community
   c. Report to the courts about offender behavior
   d. Conduct home, office, and work visits
34. _____ Which is not one of the government interests that justify curtailing offender’s rights?
   a. Rehabilitating offenders
   b. Maintaining internal order and discipline
   c. The image of the warden
   d. Securing the institution against unauthorized access or escape

35. _____ Which type of case can an offender file if he or she is seeking release based on unlawful confinement?
   a. Section 1983
   b. Constitutional rights violation
   c. Habeas Corpus
   d. None of the above

36. _____ Section 1983 cases affect all offenders and may seek monetary damages.
   a. True
   b. False

37. _____ Which amendment allows for freedom of religion?
   a. 1
   b. 4
   c. 5
   d. 8

38. _____ Which amendment gives offenders the right to confront witnesses?
   a. 4
   b. 5
   c. 6
   d. 8

39. _____ What Supreme Court case determined that offenders’ rights can be restricted based on the needs of the penal institution?
   a. Ruiz v. Estelle
   b. Lamar v. Coffield
   c. Turner v. Safely
   d. Terry v. Ohio

40. _____ Which amendment protects against the taking of life, liberty, and property without due process?
   a. 1
   b. 5
   c. 6
   d. 8
Roles and Functions of the Correctional System Exam Key

1. A
2. C
3. A
4. B
5. C
6. B
7. D
8. C
9. B
10. A
11. B
12. D
13. A
14. D
15. D
16. B
17. C
18. D
19. A
20. D
21. D
22. D
23. D
24. B
25. D
26. A
27. D
28. B
29. A
30. C
31. D
32. C
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36. A
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### Discussion Rubric

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<td>Gives credit to others for their ideas</td>
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<td>Involves others by asking questions or requesting input</td>
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<td>Organization</td>
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<td>Student documented information in his or her own words and can accurately answer questions related to the information retrieved</td>
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<td>• Integrates a variety of multimedia effects to create a professional presentation (transition and graphics) or appropriate visual aid used</td>
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<td>• Title slide, table of contents, bibliography are included, using acceptable format</td>
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<td><strong>Mechanics</strong></td>
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<tr>
<td>• Grammar, spelling, punctuation, and capitalization are correct</td>
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<td>• Image and font size are legible to the entire audience</td>
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<tr>
<td><strong>Oral Presentation</strong></td>
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<td>• Communicates with enthusiasm and eye contact</td>
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<td>• Voice delivery and projection are dynamic and audible</td>
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<td><strong>Audience Interaction</strong></td>
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<td>• Presentation holds audience’s attention and relates a clear message</td>
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<td>• Clearly and effectively communicates the content throughout the presentation</td>
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**Comments:**
## Research Rubric

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<tbody>
<tr>
<td><strong>Question/goal</strong>&lt;br&gt;Student identified and communicated a question or goal of the research</td>
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<td><strong>Research/Gathering information (if relevant)</strong>&lt;br&gt;Student used a variety of methods and sources to gather information. Student took notes while gathering information</td>
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<td><strong>Conclusion/Summary</strong>&lt;br&gt;Student drew insightful conclusions and observations from the information gathered. Information is organized in a logical manner</td>
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<td><strong>Communication</strong>&lt;br&gt;Student communicated the information gathered and summary or conclusions persuasively. Student demonstrated skill in the use of media used to communicate the results of research</td>
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<td><strong>Reflection</strong>&lt;br&gt;Student reflected on the importance of the research and its potential application</td>
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**Total Points (20 pts.)**

**Comments:**