

Student Name: _____

Senior Project Presentation Scoring Rubric

Project: _____

	Distinguished	Proficient	Not Yet Proficient
<p>Content</p> <p>Students explain <i>how</i> they learned (ex. mentoring, fieldwork, research) and <i>what</i> they learned by completing their project.</p> <p>35%</p>	<div><input type="checkbox"/> Ideas are sophisticated, substantial, and well-developed.</div> <div><input type="checkbox"/> Evidence of learning stretch is clearly communicated with details and elaboration.</div> <div><input type="checkbox"/> Evidence that student created the product is clearly communicated with details and elaboration.</div> <div><input type="checkbox"/> Analysis of project and conclusion about what was learned are clearly based on mentoring, fieldwork, and, if applicable, research.</div> <div><input type="checkbox"/> Link between research paper and fieldwork is clearly communicated with details and elaboration.</div> <div>321</div>	<div><input type="checkbox"/> Ideas are sufficient and developed.</div> <div><input type="checkbox"/> Evidence of learning stretch is clearly communicated.</div> <div><input type="checkbox"/> Evidence that student created the product is clearly provided.</div> <div><input type="checkbox"/> Analysis of project and conclusion about what was learned are generally based on mentoring, fieldwork, and, if applicable, research.</div> <div><input type="checkbox"/> Link between research paper and fieldwork is clearly communicated.</div> <div>321</div>	<div><input type="checkbox"/> Ideas are scattered and need developing.</div> <div><input type="checkbox"/> *Unclear or no evidence of learning stretch is communicated.</div> <div><input type="checkbox"/> *Unclear or no evidence is provided that student created the product.</div> <div><input type="checkbox"/> *Analysis of project and conclusion about what was learned are not based on mentoring, fieldwork, and, if applicable, research.</div> <div><input type="checkbox"/> *Link between research paper and fieldwork is not communicated.</div> <div>321</div>
<p>Delivery</p> <p>Students engage their audience through voice, eye contact, and movement.</p> <p>25%</p>	<div><input type="checkbox"/> Student fully engages the audience by speaking-clearly and confidently, and skillfully uses volume, pace, and inflection to enhance the presentation.</div> <div><input type="checkbox"/> Student consistently uses eye contact and movement to focus attention and interest effectively.</div> <div><input type="checkbox"/> Clear focus is maintained.</div> <div>321</div>	<div><input type="checkbox"/> Student sufficiently engages the audience by speaking clearly, and uses suitable volume, pace, and inflection.</div> <div><input type="checkbox"/> Student incorporates appropriate eye contact and movement into the presentation.</div> <div><input type="checkbox"/> Focus is maintained.</div> <div>321</div>	<div><input type="checkbox"/> Student does not speak clearly, audibly, and/or uses unsuitable pace.</div> <div><input type="checkbox"/> Student uses eye contact and movement that detracts from the delivery of the message.</div> <div><input type="checkbox"/> Focus is not maintained.</div> <div>321</div>
<p>Organization and Composition</p> <p>Organization and communication conventions allow the audience to follow the presentation.</p> <p>20%</p>	<div><input type="checkbox"/> Topic is introduced clearly and creatively.</div> <div><input type="checkbox"/> Satisfying conclusion provides a sense of closure.</div> <div><input type="checkbox"/> Organization enhances the content.</div> <div><input type="checkbox"/> Variety of well-constructed sentences is evident and is used throughout the presentation.</div> <div><input type="checkbox"/> Presentation is creative, connected, and fluid.</div> <div>321</div>	<div><input type="checkbox"/> Topic is introduced clearly.</div> <div><input type="checkbox"/> Conclusion ties up most loose ends.</div> <div><input type="checkbox"/> Organization sometimes detracts from content.</div> <div><input type="checkbox"/> Variety of sentence structure is evident.</div> <div><input type="checkbox"/> Presentation is mostly connected and fluid.</div> <div>321</div>	<div><input type="checkbox"/> Topic is not introduced clearly.</div> <div><input type="checkbox"/> Conclusion is missing or does not tie up loose ends.</div> <div><input type="checkbox"/> Organization often detracts from content.</div> <div><input type="checkbox"/> Little or no variety of sentence structure is evident.</div> <div><input type="checkbox"/> Presentation is not connected or fluid.</div> <div>321</div>
<p>Demonstration/Technology</p> <p>10%</p>	<div><input type="checkbox"/> Makes excellent use of demonstration/technology to enhance and deepen the audience’s understanding.</div> <div>321</div>	<div><input type="checkbox"/> Makes strategic use of demonstration/technology to express information and enhance understanding of presentation.</div> <div>321</div>	<div><input type="checkbox"/> Use of demonstration/technology is/are ineffective and/or detract(s) from the audience’s understanding.</div> <div>321</div>
<p>Questions and Answers</p> <p>Students further demonstrate knowledge of their project through their answers to questions.</p> <p>10%</p>	<div><input type="checkbox"/> Extensive knowledge of topic is demonstrated through confident responses that are accurate, logical, and complete.</div> <div>321</div>	<div><input type="checkbox"/> Knowledge of topic is demonstrated through responses that are accurate, logical and complete.</div> <div>321</div>	<div><input type="checkbox"/> Knowledge of topic is incomplete and is demonstrated through responses that are inaccurate, irrelevant, or inappropriate.</div> <div>321</div>
<p>Length of Presentation</p>		<div><input type="checkbox"/> Presentation meets time requirements.</div>	<div><input type="checkbox"/> Presentation does not meet time requirements.</div>