

Santa Susana High School

Senior Project Rubric for the Panel Presentation

Score / Points	(HIGHEST) 4	3	2	(LOWEST) 1
Introduction	Complete introduction of self, school and academy background. Clear identification of purpose; purposeful and brief overview of the project.	Complete introduction of self. Clear identification of purpose; clear and brief overview of the project.	Brief introduction of self. Scant identification of purpose; brief and inadequate overview of the project.	Introduction missing. Unfocused or missing identification of purpose; missing or confusing overview of the project;
Body	Thorough and perceptive explanation of the process, skills, and research; substantial discussion of strengths as well as weaknesses of the project; thoughtful reflection of the value of the process including “What I learned”, “What I still need to know or do”.	Clear and adequate explanation of process, skills, and research; adequate and complete discussion of strengths as well as weaknesses of the project; clear but predictable reflection on the value of the process including “What I learned”, “What I need to know or do”.	Simple and inadequate explanation of process, skills, and research; incomplete discussion of strengths as well as weaknesses of the project; sketchy and inadequate reflection on the value of the process, including “What I learned”, “What I still need to know or do”.	Confusing or missing explanation of process, skills, and research; little, if any, discussion of strengths as well as weaknesses of the project; missing or confused reflection on the value of the process, including “What I learned”, “What I still need to know or do”.
Conclusion	Substantial and clear connection of the presentation to the learning stretch; relates to the Expected School-wide learning Results (ESLRs); impressive final discussion or closure.	Clear connection of the presentation to the learning stretch; relates to the Expected School-wide learning Results (ESLRs); clear final discussion or closure.	Predictable and simplistic connection of the presentation to the learning stretch; mentions the Expected School-wide learning Results (ESLRs); brief and inadequate final discussion or closure.	Missing or confusing connection to the learning stretch; no mention of the Expected School-wide learning Results (ESLRs); very little final discussion or closure.
Delivery	Clear and audible voice projection and voice vitality; effective use of visual aids; obvious evidence of careful and thorough preparation.	Audible and generally clear voice projection and voice vitality; use of visual aids; some evidence of careful preparation.	Somewhat inaudible and unclear use of voice; visual aids ineffective ; very little evidence of careful preparation.	Generally inaudible and unclear use of voice; lack of visual aids; minimal, if any, evidence of careful preparation.