Presentation Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Level | | | | |
| Element | 0-No evidence | 1-Little evidence | 2-Some evidence | 3-Evidence | 4-Ample evidence |
| Attention grabber | No attention grabber | Weak or inappropriate | Somewhat appropriate | Adequate. | Outstanding attention grabber that makes the audience want to pay attention. |
| Overview | No overview | Weak or inappropriate | Somewhat tells the audience the direction of the presentation | Tells the audience the direction of the presentation, but gives it as an outline. | Tells the audience the direction of the presentation without just giving an outline of the topics. |
| Conclusion | Presentation ends abruptly | Weak or inappropriate | Somewhat appropriate | Adequate | Conclusion wraps up the presentation and connects to attention grabber. |
| Confidence | Presentation is read or the presenter is not understandable | Presenter reads and/or is barely understandable | Presenter knows material, but does not convey this confidence throughout | Presenter knows material and mostly conveys confidence throughout | Presenter knows the material and presents with confidence throughout presentation and questions. |
| Product Goals (What do you want to accomplish?) | No written documentation. | At least one product goal is identified and described. | At least two product goals are identified and described. | At least three product goals are identified and described. | At least four product goals are identified and described in detail of how the student will measure that they have been accomplished. |
| Learning goals (What do you want to learn?) | No written documentation. | At least one learning goal is identified and described. | At least two learning goals are identified and described. | At least three learning goals are identified and described. | At least four learning goals are identified and described in detail of how the student will measure that they have been accomplished. |
| Product achievements (What did you accomplish?) | No written documentation. | At least one achievement has been met and documented. | At least two achievements have been met and documented. | At least three achievements have been met and documented. | At least four achievements have been met and documented. Documentation is specific and detailed on how the goals have been met. |
| Learning achievements (What did you learn?) | No written documentation. | At least one achievement has been met and documented. | At least two achievements have been met and documented. | At least three achievements have been met and documented. | At least four achievements have been met and documented. Documentation is specific and detailed on how the goals have been met. |
| Process | No written documentation. | The design and learning process is described with little detail. | The design and learning process is described with some detail. | The design and learning process is described with ample detail. | The design and learning process is described with ample detail in such a way that readers can learn from the written document and any accompanying materials. |
| Drawings / Models / 3D Prints / Programs | No Drawings / Models / 3D Prints / Programs. | Little progress on Drawings / Models / 3D Prints / Programs. | Some progress on Drawings / Models / 3D Prints / Programs. | Drawings / Models / 3D Prints / Programs are adequate evidence to demonstrate learning and product goals have been met. | Drawings / Models / 3D Prints / Programs are ample evidence to demonstrate learning and product goals have been met and/or exceeded. |
| Final Score (out of 40) and Grade. | Does not meet standards | Can meet standards with help | Somewhat to mostly meets standards | Meets standards | Exceeds standards |