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| **Category** | Excellent | Proficient | Basic | Needs Improvement |
| Incorporation of Course Themes, Concepts & Theories | Integrates 2–3+ clear and relevant concepts, themes, and/or theories with deep insight; makes meaningful connections to course materials. | Includes 2–3 relevant concepts or themes; connections are mostly clear. | |  | | --- | | Includes only 1–2 concepts or themes with limited connection or depth. |  |  | | --- | |  | | Lacks clear incorporation of course content; minimal or inaccurate use of concepts. |
| Creativity and Medium Choice | Medium is original and effectively supports the message; highly engaging and appropriate for a community audience. | Medium is appropriate and supports message; some creativity shown. | Medium is somewhat relevant; creativity or engagement is limited. | Medium is confusing, poorly chosen, or not appropriate for intended audience. |
| Audience Awareness (Community Introduction to Chicanx Studies | Project is clearly tailored to a community audience; language and tone are accessible and engaging. | Mostly considers audience; minor issues with tone or accessibility. | Limited consideration of audience; may use overly academic or unclear language. | Lacks awareness of audience; inaccessible or inappropriate tone. |
| Written Component | Thoughtful and well-organized discussion of how course themes were incorporated; shows critical reflection. | Clear explanation with some insight; minor issues in clarity or depth. | Basic explanation; lacks detail or clear connection to project. | Disorganized, unclear, or missing key elements. |
| Presentation (3–5 minutes) | Clear, engaging, well-timed; effectively communicates ideas to a community audience; confident delivery. | Mostly clear and within time; ideas communicated effectively. | |  | | --- | | communicated effectively. |  |  | | --- | | Somewhat disorganized or unclear; may be too short or too long. | | Unclear, under-prepared, or significantly off time. |