Student:

| **Skills** | **Advanced Exceeds Expectations** | **Competent Meets Expectations** | **Progressing Does not fully meet expectations** | **Unsatisfactory Does not meet expectations** |
| --- | --- | --- | --- | --- |
| **5 points** | **4 points** | **3 point** | **1 points** |
| **Organization**  Grouping and sequencing (intro, evidence and support, conclusion, transitions) supports effectiveness of presentation, conclusion | Organizational pattern clearly and consistently observable and skillful, makes content cohesive | Organizational pattern clearly and consistently observable | Organizational pattern intermittently observable | Organizational pattern not observable |
| **Language**  Vocabulary, terminology, sentence structure, grammar, free from bias | Language choices are imaginative, compelling, enhancing effectiveness of the presentation.  Appropriate to the audience, proper use of military acronyms, customs and courtesies. | Language choices are thoughtful and generally support the effectiveness of the presentation.  Appropriate to the audience, proper use of military acronyms, customs and courtesies. | Language choices are mundane and common, only partially support the effectiveness of the presentation.  Minimally appropriate to the audience, mistakes in military acronyms, customs and courtesies. | Language choices are unclear, possibly confusing, minimally support the effectiveness of the presentation.  Not appropriate to the audience, mistakes in military acronyms, customs and courtesies to an extent that detracts from the presentation. |
| **Delivery**  Posture (standing and moving with authority), gestures, eye contact, use of notes, vocal expressiveness and fillers (“uh,” “um,” “like”), time constraints | Delivery makes the presentation compelling, speaker appears polished and confident.  At or just under the time allotted. | Delivery makes the presentation interesting, speaker is comfortable.  At or just under the time allotted. | Delivery makes the presentation understandable, speaker appears tentative.  Exceeds the time allotted or too brief such that some key ideas are missing. | Delivery detracts from the presentation, speaker appears uncomfortable.  Greatly exceeds or under the time allotted. |
| **Supporting Material**  Explanations, examples, illustrations, statistics, citations, and relevant | Variety of supporting material, appropriate, credible,  significantly supporting the presentation and establishing presenter’s authority on the topic | Supporting material, appropriate, credible,  generally supporting the presentation and establishing presenter’s authority on the topic | Supporting material, appropriate, but only partially supporting the presentation and establishing presenter’s authority on the topic | Insufficient supporting material, minimally supporting the presentation or establishing presenter’s authority on the topic |
| **Central Message**  The main point, bottom line or “take away.” Should be easy to identify. | Central message is compelling, precisely stated, memorable, strongly supported | Central message is clear and consistent, agrees with supporting material | Central message is basically understandable, but not memorable | Central message not explicitly stated, may be able to be deduced or not supported by the presentation |

Total points: out of 25 points **Final score: out of 100 points**