# Team Presentation Rubric

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Comprehensively fulfills**  **requirements** | | **Generally fulfills requirements** | | **Minimally fulfills requirements** | | **Does not fulfill requirements** | |
| **Grade** | 100% | 80% | 79% | 60% | 59% | 40% | 39% | 0% |
| *Breadth:* thoroughness of discussion of the topic | The content is defined and explored extensively with structured connections to related topics  articulated. | | The content is explored and multiple connections to related topics are made. | | The essential points of the topic are discussed.  Several connections are made to related topics. | | A minimum of content is explored. Only elemental or obvious connections are mentioned. | |
| *Depth:* critical thinking about the topic. | Gathers and analyzes information about the topic from multiple sources.  Presents well informed decisions reflecting a range of unbiased views.  Tests own thinking and  assumptions thoroughly. | | Gathers and analyzes information about the topic from required and supplemental readings. Presents considered decisions reflecting a range of views. Tests own thinking and assumptions. | | Understands the topic and provides analyzed information.  Presents considered information.  Limited testing of own assumptions. | | Fails to clearly define the topic. Misunderstands key concepts.  Ignores or superficially evaluates alternate points of view. No testing of won assumptions. | |
| *Knowledge in Practice:*  application of | Provides a well- grounded context  for the discussion | | Relationships are made between  concepts, | | Practical implications of  concepts, | | Does not connect theory, concepts,  principles or | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| concepts, principles and procedures to prior knowledge or practical | of theoretical topic(s). Firmly ground theory in practice. | principles or procedures and prior learning or actual project management  practice. | principles and procedures are mentioned. | procedures to actual practical applications. No examples of connection given. |
|  | No spelling or |  | Several spelling and grammatical  errors. The work is structured with several “orphaned” topics that may not be brought into the main discussion for a satisfactory conclusion.  Several references are provided. |  |
|  | grammatical |  | Numerous |
|  | errors. Work is | Few spelling and | spelling |
|  | logically | grammatical | and grammatical |
| *Structure:* Spelling, grammar, organization and references | organized and a  consistent path of ideas is clearly demonstrated. Discussion topics  are supported with | errors. Overall,  work is organized well with clear narrative path. References from  required course | errors. Work is  not presented in a logical and consistent path towards  understanding. No |
|  | references from | readings are | references are |
|  | both required | provided. | provided. |
|  | readings and other |  |  |
|  | sources. |  |  |
|  | The project | The project deliverables are presented in a professional style.  The use of vocabulary is consistent with the level of learning.  Graphics and illustrations are used appropriately. | The writing style of the deliverables varies between professional and informal.  Consideration of the needs of the audience is present, but not necessarily consistent.  Graphics and illustrations are used. | The work |
|  | deliverables are | demonstrates |
|  | engaging, | limited |
|  | demonstrating | engagement with |
|  | passion for the | the subject matter |
| *Style:* Vocabulary, writing style, graphics and illustrations | subject while  remaining professional in style. The use of vocabulary is  appropriate to | or considerations  for the needs of the audience. The appropriate use of vocabulary in a  discussion of |
|  | both the audience | project |
|  | and the content. | management is |
|  | Clear and creative | limited. Graphics |
|  | use of graphics | and illustrations |
|  | and illustrations. | are not used. |