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| --- | --- | --- | --- | --- | --- | --- |
|  | 5 Exceeds Standards | 4  Meets Standard | 2  Approaching Standard | 1  Below Standard | Score | Comments |
| Project Intro/ Pitch | Provides the  audience with a  complete sense of the project’s scope, and what led to this  project | Provides the  audience with  essential details of the project, | Provides only a  cursory look at the project itself, leaving some questions about the exact  nature of the service | Project  remains  unclear |  |  |
| Content Knowledge/ Project Explanation | Exemplary, in-depth  understanding of  organization and its impact in the  community and  related issues; shows meaningful  connection between all research and  project | Understanding of organization and its function in the community clear and evident; research  evident; shows clear connection between  research and project | Minimal evidence of  understanding of  organization and/or  research; shows  minimal connection  between research  and project | Understanding  of community  organization  and/or  research not  evident |  |  |
| Personal Learning | Shows new insight  about self gained by working in this setting, highlighting  meaningful  experiences | Shows knowledge  gained from project;  intrapersonal  learning evident | Evidence of personal  learning not  convincing | No evidence of  personal  learning |  |  |
| External Resources | Clearly describes external resources/ methods of contact/ and research on resources | Briefly describes resources and methods of contact. | Minimal evidence of research on resources | No external resources or lack of research in subject area |  |  |
| Action Plan | Describes potential challenges and plans to overcome them. Summarizes Main tasks and member roles | Students are able to identify potential challenges an can summarize member roles | Minimal evidence of consideration for potential challenges, members roles are unclear | Students unable to predict possible challenges. No evidence of group preparation |  |  |
| Product | Concrete explanation of final product | Brief explanation of final product. | Vague explanation of final product. Students have yet to decide on a product or unclear methods for completion | No information or action plan on producing final product |  |  |
| Subtotal | | | | | |  |

|  |  |  |
| --- | --- | --- |
| Presenters: | | Start Time |
| End Time |
| Total Time |
| Driving Question | | |
| Content Total: | Presentation Total: | |

**Presentation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **3**  **Exceeds**  **Standard** | **2**  **Meets Standard** | **1**  **Below Standard** | **Score** | **Comments** |
| **Structure**  *Introduction;*  *Transitions;*  *Organization;*  *Sequencing;*  *Conclusion* | Unique attention  getter; insightful and  engaging; organized  in logical sequence;  smooth transitions;  makes a lasting  impression on the  audience | Attention getter is  appropriate; body  organized in logical  sequence; smooth  transitions; good  sense of completion | Attention getter lacks  spark; somewhat  organized & logical;  transitions  inconsistent or  missing; conclusion  somewhat irrelevant  or inconsistent with  body of speech |  |  |
| **Visuals**  *Quality;*  *Appropriateness* | Effective use of  PowerPoint visuals;  attractive design;  appropriate use of  technology; uses only  essential words/  phrases (if any) | PowerPoint may be  language-heavy, but  conveys necessary  information clearly | PowerPoint does not  effectively support  presentation with  compelling visuals OR  key information |  |  |
| **Grammar**  **and Word**  **Choice** | Flawless grammar;  precise and deliberate  vocabulary | Mostly correct  grammar;  appropriate word  choices | Disorganized;  significant errors in  grammar;  inappropriate  language |  |  |
| **Poise/**  **Delivery**  *Body language;*  *Attitude; Eye*  *contact* | Dignified body  language;  enthusiastic;  confidence in  speaking; consistent  effective use of eye  contact | Good posture, calm  delivery; somewhat  enthusiastic; eye  contact with minimal  note reading or  looking away | Distracting body  language; lacks  enthusiasm; shows  great discomfort in  speaking; uneven  pace; limited eye  contact |  |  |
| **Voice**  **Quality**  *Inflection;*  *Volume; Pace* | Skillfully uses voice  inflection; projects  voice well; clear  articulation; even  pace | Expressive voice;  appropriate volume;  mostly even pace | Lacks voice inflection;  difficult to hear;  speaks too fast or  mumbles; uneven  pace |  |  |
| **Time** | Within time limit | +/- 1 Min | +/-2 mins or more |  |  |
| Subtotal | | | | |  |