# **Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Topic:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Presentation Rubric – Medium Presentation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **Total** |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |
| **Subject Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
| **Graphics – use of google sites to deliver information** | Student uses superfluous media, graphics or no graphics at all. Text is too small, too dense, illegible, or copied.Website is disorganized, needs more effort | Student may not have samples of the media; occasionally uses graphics that rarely support text and presentation. Text is too dense or illegible at times.Website could be more dynamic | Student's media, graphics relate to text and presentation. Text is mostly prominent and easily legible.Website is fairly effective w some unique elements | Student's media, graphics & video(s) explain and reinforce screen text and presentation. Text is prominent & bulleted for strongest impact.Website is unique, clean, clear, effective; uses cool features |  |
| **Class Engagement** | Task is weak or not present | Student’s task is somewhat effectively linked to the medium | Student prepared a task that effectively links to the medium | Student prepares a great, unique task for class to practice, review, or otherwise use the medium in question |  |
| **Mechanics** | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
| **Eye Contact** | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |  |
| **Elocution** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. Informal voice. | Student uses slang terms, is difficult to hear. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is mostly formal, clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear, formal voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |
| **Followed Instructions** | Student group is not prepared to present on the due date. | Student is somewhat prepared to present on the due date. | Student is prepared to present on the due date. | Student is well prepared to present on the due date. |  |
|  |  |  |  | **Total Points:** |  |