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| Teacher Name: **Mr. Thompson** Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Speaks Clearly**  | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.  | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.  | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.  | Often mumbles or can not be understood OR mispronounces more than one word.  |
| **Listens to Other Presentations**  | Listens intently. Does not make distracting noises or movements.  | Listens intently but has one distracting noise or movement.  | Sometimes does not appear to be listening but is not distracting.  | Sometimes does not appear to be listening and has distracting noises or movements.  |
| **Volume**  | Volume is loud enough to be heard by all audience members throughout the presentation.  | Volume is loud enough to be heard by all audience members at least 90% of the time.  | Volume is loud enough to be heard by all audience members at least 80% of the time.  | Volume often too soft to be heard by all audience members.  |
| **Props**  | Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.  | Student uses 1 prop that shows considerable work/creativity and which make the presentation better.  | Student uses 1 prop which makes the presentation better.  | The student uses no props OR the props chosen detract from the presentation.  |
| **Posture and Eye Contact**  | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.  | Stands up straight and establishes eye contact with everyone in the room during the presentation.  | Sometimes stands up straight and establishes eye contact.  | Slouches and/or does not look at people during the presentation.  |
| **Stays on Topic**  | Stays on topic all (100%) of the time.  | Stays on topic most (99-90%) of the time.  | Stays on topic some (89%-75%) of the time.  | It was hard to tell what the topic was.  |

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| **Sounds -planning**  | Careful planning has gone into sounds. All sounds improve the content or \"feel\" of the presentation.  | Some planning has gone into sounds. Most enhance the content or \"feel\" of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.  | Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.  | Sounds are not appropriate for the presentation.  |
| **Use of Graphics**  | All graphics are attractive (size and colors) and support the theme/content of the presentation.  | A few graphics are not attractive but all support the theme/content of the presentation.  | All graphics are attractive but a few do not seem to support the theme/content of the presentation.  | Several graphics are unattractive AND detract from the content of the presentation.  |
| **Sequencing of Information**  | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.  | Most information is organized in a clear, logical way. One card or item of information seems out of place.  | Some information is logically sequenced. An occasional card or item of information seems out of place.  | There is no clear plan for the organization of information.  |
| **Spelling and Grammar**  | Presentation has no misspellings or grammatical errors.  | Presentation has 1-2 misspellings, but no grammatical errors.  | Presentation has 1-2 grammatical errors but no misspellings.  | Presentation has more than 2 grammatical and/or spelling errors.  |
| **Content - Accuracy**  | All content throughout the presentation is accurate. There are no factual errors.  | Most of the content is accurate but there is one piece of information that might be inaccurate.  | The content is generally accurate, but one piece of information is clearly flawed or inaccurate.  | Content is typically confusing or contains more than one factual error.  |
| **Text - Font Choice & Formatting**  | Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.  | Font formats have been carefully planned to enhance readability.  | Font formatting has been carefully planned to complement the content. It may be a little hard to read.  | Font formatting makes it very difficult to read the material.  |
| **Number of Slides**  | Six or more  | 5 or 4  | 4 or 3  | Less than 3  |
| **Follows Outline**  | Follows outline exactly  | Somewhat follows outline  | Barely follows outline  | Doesn’t follow outline  |

Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: