**RUBRIC – PROJECT PRESENTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **SCORE** |
| **Content** | * Well thought out and supports solution
* Reflects application of critical thinking
* Clear goal that is related to topic
* Accurate and used 2 or more sources
 | * Supports the solution
* Application of critical thinking that is apparent
* No clear goal
* Some factual errors
* Less than 2 sources
 | * Provides inconsistent info for solution
* No apparent application of critical thinking
* No clear goal
* No sources
 |  |
| **Professionalism** | * No spelling, grammatical, or punctuation errors
* High-level use of vocabulary and word choice
 | * Minimal spelling, grammatical, or punctuation errors
* Low-level use of vocabulary and word choice
 | * More than 5 spelling, grammatical, or punctuation errors
* Poor use of vocabulary and word choice
 |  |
| **Organization** | * Info is clearly focused in an organized and thoughtful manner
* Info is constructed in a logical pattern to support solution
 | * Project has focus but might stray at times
* Info appears to have pattern, but inconsistent
* Info loosely supports solution
 | * Content is unfocused
* Info has no apparent pattern
* Info does not support the solution
 |  |
| **Multimedia** | * Multimedia is used to illustrate main points
* Format is appropriate for content and well-organized
* Presentation captures audience’s attention
 | * Multimedia loosely illustrates main points
* Format does not suit content and loosely organized
* Presentation does not capture audience attention
 | * Presentation appears sloppy or unfinished
* Multimedia is over-or underused
* Format does not enhance content
* Presentation has no clear organization
 |  |
| **Presentation** | * Keeps eye contact with audience
* Speaks loudly and clearly
 | * Makes some eye contact, but reads notes/slides most of time
* Speaks loudly and clearly most of the time
 | * Does not look at audience
* Reads notes/slides
* Speaks too quietly and/or not clearly
 |  |
|  |  |  |  |  |