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|  | Beginning 1 | Developing 2 | Proficiency 3 | Mastery 4 | Total and comments |
| **Content/ completeness/originality**  Accuracy of facts, depth, adequate length, creativity | Presentation contains multiple fact errors or lacks depth; too short or too long; presented with little or no variety | Presentation contains some fact errors or omissions; additional depth needed in places, too short or too long; little originality | Major facts are accurate and generally complete; major ideas adequately developed; within specified length; some originality | In-depth presentation containing accurate information with no fact errors; ideas well-developed; presented in clever and innovative ways; within specified length |  |
| **Organization**  Appropriate introduction, body and conclusions, logical ordering of ideas, transitions between major points, clear conclusion | Introduction is not clear; ideas are not presented in proper order; transitions are lacking between major ideas; presentation is confusing; conclusion unclear | Introduction suffices but ideas are only loosely connected, transitions are needed between some ideas; presentation at times confusing; conclusion lacks strength | Introduction is clear and concise; presentation is generally easy to follow; clear conclusion | Introduction clear, concise; presentation well-organized and easy to follow, with effective transitions between major ideas; strong conclusion |  |
| **Documentation/ visuals**  Proper support and sourcing for major ideas, inclusion of visual aids that support message | Little or no support provided for major ideas; visuals missing or inadequate; little or no sourcing provided | Some support provided by fragments from the book, facts or visuals aids; sourcing may be outdated or thin; visual aids need work | Adequate support provided for major points by fragments, facts and visual aids; sourcing is generally adequate and current | Effective support provided in the form of fragments from the book, facts or visual aids; sourcing is current and supports major ideas |  |
| **Grammar** | Presentation contains several major grammar errors; sentences sometimes impossible to understand | Presentation contains some grammar errors; sentences sometimes incomplete or hard to follow | Presenter used correct sentence structure and grammar | Presenter used excellent sentence structure and grammar |  |
| **Vocabulary** | Presenter uses several words that are inappropriate or not understood by the audience | Presenter uses some words that are incorrect or not understood by the audience | Presenter generally uses appropriate vocabulary | Presenter uses excellent vocabulary. |  |
| **Delivery**  Adequate volume, appropriate pace, personal appearance, posture, energy/enthusiasm | Low volume or energy; pace too slow or fast; distracting gestures or posture detracted from presentation; unprofessional appearance. | Delivery with hesitation; more volume/energy needed; pace at times too slow or fast; adequate appearance; some appropriate gestures | Adequate volume, energy and pacing; adequate appearance; gestures supported overall presentation. | Good volume and energy; professional appearance; gestures contribute maximally to the presentation. |  |
| **Eye-contact/ use of notes** | Presenter was clearly unprepared; little or no eye-contact; seems to be reading | Presenter was somewhat prepared; some eye-contact; too dependent on notes; looks at screen too often | Presenter was well prepared; fairly good eye-contact and use of notes. Doesn’t depend too much on PP | The presenter is very well prepared; good eye-contact and use of notes; presenter doesn’t depend on PP |  |
| **Pronunciation/ enunciation** | Frequently mumbles or mispronounces several words. | Presenter doesn’t speak clearly and distinctly all the time; mispronounces more than 3 words. | Speaks clearly and distinctly; mispronounces some words | Speaks clearly and distinctly all the time; mispronounces no words |  |