**Appendix G**

**Presentation Rubric**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | Exemplary (4) | Proficient (3) | Needs Development (2) | Ineffective (1) | Points |
| **Language/Grammar**  (Student speaks effectively and uses correct grammar) | Student uses a rich variety of words appropriate for context, has no grammatical errors, and uses excellent sentence structure | Student selects words appropriate for context, uses correct grammar and sentence structure | Student uses some words appropriate for the context, uses some correct grammar and sentence structure | Student uses words inappropriate for the context; uses little correct grammar and sentence structure |  |
| **Organization/Time**  (Student organizes ideas logically, connects key points, uses time effectively) | Student presents information clearly and creatively; connects all key points; completes presentation within allotted time | Student presents information clearly; connects some key points; completes presentation within 1-2 minutes of allotted time | Student introduces the topic; little evidence of connecting key points; completes presentation within 3-4 minutes of allotted time | Student has no introduction to the topic; no connecting of key points; completes presentation more than 5 minutes of allotted time |  |
| **Content/Career Knowledge** Gained (Student presents information in a manner that represents understanding and knowledge of career) | Student presentation clearly defines the topic and the relation to the selected career; supports the topic with exceptional research and multiple resources; provides exceptional evidence of personal, academic, and career growth | Student presentation defines the topic and the relation to the selected career; supports the topic with research and some resources; provides some evidence of personal, academic, and career growth | Student presentation defines the topic but lacks a relation to the selected career; supports the topic with limited research and resources; provides little evidence of personal, academic, and career growth | Student presentation does not define the topic and lacks  a relation to the selected career; supports the topic with no research and resources; provides no evidence of personal, academic, and career growth |  |
| **Delivery/Communication** (Student speaks clearly, maintains eye contact and good posture, use of technology and focus on topic) | Student gains attention through enthusiastic use of voice, tone, and enunciation; maintains constant eye contact and stands straight; innovative use of technology to illustrate focus of topic | Student gains attention through use of voice, tone, and enunciation; maintains eye contact and stands straight most of the time; use of technology to illustrate focus of topic | Student gains attention through some use of voice, tone, and enunciation; limited eye contact and good posture; limited use of technology to illustrate focus of topic | Student does not gain attention through use of voice, tone, and enunciation; little or no eye contact and good posture; no use of technology to illustrate focus of topic |  |
| **Appearance**  (Student is dressed appropriately for the presentation) | Student dresses in appropriate and professional attire that is representative of the career area and articulates clearly why appropriate dress is important | Student dresses in appropriate and professional attire that is representative of the career area | Student dresses in somewhat appropriate and professional attire that is representative of the career area | Student does not dress in appropriate and professional attire that is representative of the career area |  |

Total Points\_\_\_\_\_\_\_

Scoring Scale (Grade Equivalent): 18-20 (90-100) 13-17 (80-89) 8-12 (70-79) 4-7 (60-69) 0-3 (Below 60)