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| **ISDS Presentation Rubric** |  |  |  |  |  |
| **Criteria** |  | **Excellent** | **Good** | **Marginal** | **Unsatisfactory** |
| 35 points |  |  |  |  |  |
| **Organization**  **(5 pts)** |  | Presents information in logical, interesting sequence which audience can follow. | Presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because presenter jumps around. | Audience cannot understand presentation because there is no sequence of information. |
| Content Knowledge **(5 pts)** | Demonstrates global competency by **articulately addressing** all directly related aspects of his/her high school career with **detailed explanations and elaboration** in the allotted timeframe. | **Mostly demonstrates** global competency and is relatively at ease while addressing **relevant aspects** of his/her high school career with explanations and some elaboration. | Somewhat demonstrates global competency and is somewhat at ease while addressing **mostly** **relevant** aspects of the plan with **some** explanations and **some** elaboration. | **Does not demonstrate** global competency and is not at ease while addressing **minimal or no** relevant aspects of his/her high school career **without explanations** and some elaboration. |
| **Visual Aids**  **(4 pts)** | The overall presentation effectively uses visual aids that explain, support and reinforce the presentation. | The overall presentation uses some visual aids that explain, support and/or reinforce the presentation. | The overall presentation minimally uses visual aids that explain, support and reinforce the presentation. | Mostly ignored or very superficially provided, but does not provide support for the presentation. |
| Mechanics **(5 pts)** | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has four or more spelling errors and/or grammatical errors. |
| Eye Contact **( 5 pts)** | Maintains eye contact with audience, seldom returning to notes. | Maintains eye contact most of the time but frequently returns to notes. | Occasionally uses eye contact, but still reads mostly from notes. | Makes no eye contact and only reads from notes. |
| Verbal Techniques **(5 pts)** | Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Voice is clear and pronounces most words correctly. Most audience members can hear presentation. | Voice is low and incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Mumbles, incorrectly pronounces terms, and speaks too quietly for audience to adequately hear and comprehend what is being presented. |
| Effectiveness **(5 pts)** |  | Clearly and articulately presented the information in the timeframe allotted. | Clearly presented the information with minor items not fully explained. | Presented the information but did not fully address all the key aspects of the goal of the presentation. | Did not adequately present the information clearly or articulately leaving many questions related to the goal of the presentation itself. |

**TOTAL: \_\_\_\_\_**

**Question and Answer Portion (15 points) – please rate the student’s response by circling the most appropriate value.**

**5 – EXCELLENT 4 – GOOD 3 – FAIR 2 – POOR 1 – RESPONSE NOT RELEVANT**

1. How do you feel that your experiences related to this topic will influence you in your next adventure upon graduating?

5 4 3 2 1

1. Would you be in favor of making bilingual education schools the norm in the United States? Why or why not?

5 4 3 2 1

1. What does it mean to you to be prepared to participate in a global economy?

5 4 3 2 1

**TOTAL: \_\_\_\_\_ Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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