

CONTENT GRADE		10	9	8	7	6				
Quality of Information	Information clearly relates to the essential Q. It includes several supporting details and/or examples.	Information clearly relates to the essential Q. It provides 1-2 supporting details and/or examples.	Information clearly relates to the essential Q. It provides supporting details and/or examples to some but not all topics.	Information relates to the essential Q. No details and/or examples are given.	Information has little or nothing to do with the essential Q.					
Sources	All sources (information and graphics) are accurately documented in the desired format. A variety of sources are included beyond internet	Most sources (information and graphics) are accurately documented, but a few are not in the desired format. There is some variation of sources	Sources (information and graphics) are accurately documented, but there are few of them. Some are not in the desired format. Little variation of sources	Some sources are not accurately documented and the designated format wasn't followed. Most are internet based	The number of sources was minimal and not in the desired format.					
PRESENTATION GRADE		10	9	8	7	6				
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.	Information is logically sequenced. An occasional card or item of information seems out of place.	Information is sequenced in related parts, but as a whole, is not optimally ordered for understanding.	The organization of information seems haphazard and not aligned in a logical flow to optimize understanding.					
Use of Graphics & Pictures	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not optimally fit to the slide but all support the theme/content of the presentation.	Most graphics are attractive but a few do not match the topic, or were missing an opportunity to enhance the topic understanding	Graphics are generally OK. Several seem to not match the topic, or were missing opportunities to enhance the topic understanding.	Several graphics detract from the content of the presentation by not being clear, fitting the space, or not enhancing the topic.					
SPEECH GRADE		10	9	8	7	6				
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room at some point during the presentation.	Upright posture and establishes eye contact with most everyone in the room during the presentation.	Posture is good, but eye contact is occasionally with notes or board rather than with audience	Sometimes stands up straight but more often is reading notes or the board	Slouches and/or does not look at people during the presentation.					
Polish & Clarity	Speaks clearly and distinctly most of the time. Speaking exhibits a polished refinement while moving between sections or topics. No filler uhms or likes	Speaks clearly and distinctly majority of the time, but mispronounces 1-2 words. Transitions between topics was seamless for the most part. < 3 filler uhms or likes	Speaks clearly and distinctly most of the time. Mispronounces an occasional word here and there. Topic transition was bumpy in a few instances. 5+ filler uhms/likes.	A few phrases were hard to understand and apply context. Mispronounces several words. Polish of delivery needed additional smoothing. too many uhms/ands/likes	Often mumbles or can not be understood OR mispronounces key words throughout.					
GROUP WORK GRADE		10	9	8	7	6				
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Provides useful ideas when participating in the group and in classroom discussions or planning. Needs some additional focusing techniques to optimize contributions.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.					
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Focus on the task and what needs to be done wanders periodically. Instructor must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.					