

Senior Project Presentation Rubric

Student Name _____

Scorer's Name _____

Please evaluate the student's presentation based on the criteria listed below. The objective is for students to receive 3 points for each criterion unless they clearly go above and beyond the standard. **Students need to earn a minimum of 31 points to pass.** Thank you!

	Criteria	1 Below Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard	Score
C O N T E N T	Introduction • Attention Getter	<input type="checkbox"/> Attention getter needs improvement or is non-existent.	<input type="checkbox"/> Attention getter is present. <input type="checkbox"/> Attention getter is ineffective, irrelevant or abrupt.	<input type="checkbox"/> Attention getter is interesting, relevant and appropriate. <input type="checkbox"/> Attention getter sets the tone and prepares the audience.	<input type="checkbox"/> Attention getter is unique and appropriate. <input type="checkbox"/> Attention getter sets the tone and prepares the audience.	
	Outline • Provided to the audience members.	<input type="checkbox"/> The outline is vague and does not convey a logical structure.	<input type="checkbox"/> The outline is minimally developed and may leave the audience with questions concerning the presentation.	<input type="checkbox"/> The outline is logical, with some attention to a developed logical structure.	<input type="checkbox"/> The outline is well developed, with attention to a clearly organized structure.	
	Service Learning Hours (Community Service)	<input type="checkbox"/> No clear description of the service learning hours and why it was chosen. <input type="checkbox"/> There is some question whether hours were actually done.	<input type="checkbox"/> A description of the service learning is present, but lacks depth, quality and meaning.	<input type="checkbox"/> A clear description of the service learning is given, including what the project was and why/how it was chosen.	<input type="checkbox"/> The service learning description is uniquely insightful and engaging. <input type="checkbox"/> While discussing what was learned, the student, by giving examples, shows how this knowledge will be helpful to them in the future.	
	"Life After Keystone" (High School Career/Best Works)	<input type="checkbox"/> Student discusses one or two main points of their high school career. <input type="checkbox"/> Student discusses one main point of their future education and/or career plans.	<input type="checkbox"/> Student discusses three or four main points of their high school career. <input type="checkbox"/> Student discusses two main points of their future education and/or career plans.	<input type="checkbox"/> Student discusses five main points of their high school career. <input type="checkbox"/> Student discusses 3 or more main points of their future education and/or career plans. <input type="checkbox"/> Student makes a clear connection between their high school education and their future plans.	<input type="checkbox"/> Not applicable.	
	Conclusion • Clarity • Appropriateness	<input type="checkbox"/> Presentation lacks a conclusion.	<input type="checkbox"/> Conclusion is included but somewhat irrelevant or inconsistent with presentation.	<input type="checkbox"/> Conclusion is clear and consistent with presentation. <input type="checkbox"/> There is a clear sense of completion.	<input type="checkbox"/> Conclusion is clear and provides a sense of wholeness. <input type="checkbox"/> Conclusion provides a challenge and is thought provoking.	
	Panel Questions • Knowledge and poise	<input type="checkbox"/> Answers are inconsistent or unclear. <input type="checkbox"/> Student shows limited knowledge and no deeper understanding.	<input type="checkbox"/> Student is not able to answer critical questions. <input type="checkbox"/> Student shows some knowledge but limited understanding.	<input type="checkbox"/> Student answers all simple questions. <input type="checkbox"/> Answers to difficult questions show noteworthy and emerging understanding.	<input type="checkbox"/> Student answers questions with ease and expertise. <input type="checkbox"/> Student shows clear understanding.	

Subtotal Front Page _____
Subtotal Back Page _____

Total score for presentation _____

	Criteria	1 Below Standard	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard	Score
D E L I V E R Y	Voice Quality, Poise/Delivery <ul style="list-style-type: none"> • Inflection • Volume • Speaking pace • Eye contact • Body language • Delivery pace 	<input type="checkbox"/> Speaker lacks voice inflection, is difficult to hear and has limited eye contact. <input type="checkbox"/> Speaker speaks too fast, too slow, or mumbles. <input type="checkbox"/> Speaker shows great discomfort in speaking	<input type="checkbox"/> Speaker exhibits some voice inflection and can be heard most of the time. <input type="checkbox"/> Speaking may be too fast or slow at times. <input type="checkbox"/> Speaker appears somewhat relaxed with minor signs of nervousness and limited enthusiasm.	<input type="checkbox"/> Speaker uses an expressive voice and appropriate volume. <input type="checkbox"/> Speaking is mostly evenly paced and enthusiastic. <input type="checkbox"/> Speaker uses eye contact with minimal note reading or looking away with good posture.	<input type="checkbox"/> Speaker skillfully uses voice inflection and projects well. <input type="checkbox"/> Speaker has an even delivery pace, acts natural, and is at ease. <input type="checkbox"/> There is clear articulation and speech is evenly paced with consistent eye contact.	
	Visual/Multi-Media <ul style="list-style-type: none"> • Quality • Appropriateness • Multi-media means using electricity or technology. 	<input type="checkbox"/> Lacks visual or visual is of very poor quality. <input type="checkbox"/> Visual is not used effectively. <input type="checkbox"/> Inappropriate multi-media for speech and/or no knowledge of how to operate multi -media.	<input type="checkbox"/> One visual used with minor errors or is of poor quality. <input type="checkbox"/> Visual is not large enough or is not used effectively. <input type="checkbox"/> Ineffective multi-media for speech and/or trouble operating the multi-media equipment.	<input type="checkbox"/> One visual used with no errors. Visual has a polished appearance and effort is evident. <input type="checkbox"/> Visual is large enough to read. <input type="checkbox"/> Appropriate multi-media for speech and student used the multi-media equipment with proficiency.	<input type="checkbox"/> Multiple visuals are used. They have an attractive design, and are professional looking with exceptional effort evident. <input type="checkbox"/> Student used a variety of multi-media for speech and used the multi-media equipment proficiently.	
O T H E R	Grammar	<input type="checkbox"/> Presentation has multiple errors in grammar and stumbles over words repeatedly during presentation. (Four or more errors)	<input type="checkbox"/> Presentation minimally honors rules of grammar and minimal pronunciation errors. (Three or less errors)	<input type="checkbox"/> Presentation adequately honors most rules of grammar and shows proficiency. (Two or fewer errors)	<input type="checkbox"/> Presentation honors all rules of grammar and delivery used precise language.	
	Length	<input type="checkbox"/> Presentation is 3+ minutes over or under standard.	<input type="checkbox"/> Presentation is 1 – 2 minutes over or under standard.	<input type="checkbox"/> Presentation is between 10 and 25 minutes.	Not applicable.	
	Professional Attire, Appropriateness	<input type="checkbox"/> Speaker's clothes are dirty, messing or appear if no attempt whatsoever was made to dress up for the presentation.	<input type="checkbox"/> Student's clothes are more appropriate for a regular school day (jeans, t-shirts, sandals etc.)	<input type="checkbox"/> Speaker's clothes are clean and could be worn to a job interview. <input type="checkbox"/> Boys have a shirt with a collar and dress pants without holes (no denim). Girls are dressed in nice slacks, dress or skirt and blouse.	Not applicable.	
	Arrival time Preparedness	Not Applicable	Not applicable	<input type="checkbox"/> Speaker arrived on time, prepared with materials.	Not applicable	

Additional Comments:

Subtotal _____