

Indicator	2 Needs Improvement	+	3 Approaching Expectations	+	4 Meets Expectations	+	5 Exceeds Expectations
Introduction (Slides 1, 2, 3)	The presenter does not introduce his or her name or the topic and launches directly into the project. There is no over-arching idea or concept to aid audience understanding.		The presenter does not have a clear introduction or does not mention why he or she chose the topic. There is no over-arching idea or concept to aid audience understanding, or it is unclear or confused.		The speaker has a clear introduction, including the motivation for choosing the topic. The presenter provides some concept that aids in audience understanding.		The presenter has a clear introduction and introduces the material to an over-arching theme or primary idea that strongly aids the audience in understanding the material.
Communicating Research and Learning (Slides 4, 5)	The presenter does not identify sources of research or learning.		The presenter mentions some sources, but they are “weak” or not authoritative. No mention is made of source evaluation.		The presenter clearly identifies useful sources and what was learned, and evaluates sources.		The presenter has many authoritative sources, identifies how sources were evaluated and makes a meaningful personal connection to the learning.
Communicating Content (Slides 5, 6)	The presenter does not present on the topic or does not communicate what the content was.		The presenter does not present the topic thoroughly or did not demonstrate knowledge or research.		The presenter communicates the content thoroughly or demonstrates the knowledge or research.		The presenter uses vocabulary that indicates his or her learning and clearly demonstrates knowledge and research.
Communicating Problem Solving (Slides 7, 8)	The presenter does not communicate problems being solved and does not identify strategies used to overcome them.		The presenter mentions problems but does not communicate how they were solved, or identify strategies.		The presenter communicates problems encountered and identifies strategies for solving them.		The presenter communicates problems encountered, and identifies strategies for solving them, as well as “lessons learned” for future activities.
Conclusion (Slides 9 and 10)	The presenter does not have any sort of real conclusion and ends by trailing off with a vague statement.		The presenter has a conclusion but it is uncertain and does not call for questions from the audience.		The presenter ends the presentation with certainty, thanks the audience for listening, and asks for questions from the audience.		The presenter ends the presentation with “flourish,” answers “what is next?” and asks for questions from the audience.
Visuals and Artifacts	Materials are missing or are of poor quality: messy, misspellings, or very poor design.		Materials are present, but there are some errors, or they are not of high quality.		Materials are present, contain no errors, and they are neat and well designed.		Materials are present, are of exceptional quality, very neat, and heavily reinforce the message or content of the presentation.
Questions and Answers	Questions were not answered, or they were ignored.		Questions are answered, but there is no factual information given, or no reasons provided.		Questions are answered in an informed, confident manner, with reasons identified or prior content identified.		Answers are informed, meaningful, and make connections to the learning and larger materials or ideas.
Appearance and demeanor	The presenter is not dressed neatly or well, with rips or inappropriate clothing. Does not take the presentation seriously or is incapable of presenting.		The presenter is neat and dressed appropriately, with no holes or rips in clothing. Demeanor might be nervous or non-serious.		The presenter is dressed to present, with clothes that are neat, clean, and above an ordinary level of attire. He or she appears calm and organized.		Clothing is above and beyond: A suit/tie, skirt/dress or other appropriate business or professional dress. Presenter is also calm and “in charge.”
Communication Style and Eye Contact.	Eye contact is missing or is used to distract from the presentation. Communication is garbled, or interrupted by the speaker’s own actions, i.e., laughter during speaking.		Eye contact or body language might detract from the presentation, or communication is unclear or does not engage the listener, such as reading directly from notes.		Eye contact is present, and the communication style of the presenter is clear and allows the audience to engage and understand the material.		Eye contact, body language, and speaking style are used to highlight key points and ideas, and a high level of interest is kept.
Time	The presentation does not approach the time, and is far too short to communicate anything meaningful. (1-2 minutes)		The presentation is either over-long or still too short to show the content of the presentation. (3-4 minutes)		The timing of the presentation meets requirements, and the sections have an appropriate amount of time devoted to them.(5 minutes)		Timing of sections makes sense proportionate to their importance, a good pace is kept, and the presentation never “drags” or feels rushed. (6-7 minutes)