

## STUDENT PRESENTATION RATING SHEET

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

| CATEGORY                        | Level 4   | Level 3  | Level 2   | Level 1                          | TOTAL |
|---------------------------------|---|--|---|----------------------------------|-------|
| <b>Professional Dress</b>       | Student's clothing is appropriate for any type of interview/ presentation.                      | Student's clothing is appropriate for some types of interviews/ presentations.         | Student is not dressed appropriately for interview/ presentation.                 | Student absent for presentation. |       |
| <b>Organization</b>             | Student presents information in logical, interesting sequence which grasps and holds attention. | Student presents information in somewhat logical sequence. The information is covered. | Audience has difficulty following presentation, does not follow logical sequence. | Student absent for presentation. |       |
| <b>Subject Knowledge</b>        | Subject knowledge is evident through out the project. All information is clear and correct.     | Knowledge us evident in much of the project. Most information is clear and correct.    | Some knowledge is evident, but some information is confusing and/or incorrect.    | Student absent for presentation. |       |
| <b>Introduction/ Conclusion</b> | The introduction has a sharp focus, and the conclusion is effective.                            | There is evidence of an introduction and a conclusion.                                 | There is no definite introduction or conclusion.                                  | Student absent for presentation. |       |
| <b>Graphics</b>                 | Student's graphics explain and reinforce screen text and presentation.                          | Student's graphics relate to text and presentation.                                    | Student uses graphics that rarely support text and presentation.                  | Student absent for presentation. |       |
| <b>Mechanics</b>                | Presentation has no misspellings or grammatical errors.   | Presentation has no more than two misspellings and/or grammatical errors.              | Presentation has three or more misspellings and/or grammatical errors.            | Student absent for presentation. |       |

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|--|---|--|--|----------------------------------|--|
| <b>Presentation</b>                                | Student effectively integrates spoken and visual presentation. A high level of organization and delivery is evidenced. Excellent eye contact and knowledge of subject. Rarely refers to note cards. Presentation meets the required time limit of 4 1/2 to 5 1/2 minutes. | Student integrates spoken and visual presentation. Organization is apparent. Maintains balanced eye contact between audience and note cards. Presentation meets the required time limit of 4 1/2 to 5 1/2 minutes. | Spoken and visual presentation difficult to follow and understand. Little eye contact. Reads material from notes. Presentation is less than 4 1/2 minutes. | Student absent for presentation. |  |
| <b>Use of Technology</b>                           | Exemplary use of technology demonstrated. Student is skillful and comfortable with technology.  | Student uses adequate technology. Examples show little skill or expertise.   | Student uses little or no technology in presentation.  | Student absent for presentation. |  |
| <b>Pronunciation</b>                               | Student uses a clear voice with correct, precise pronunciation of terms that all audience members can hear.   | Student's voice is clear. Most words are pronounced correctly. Most audience members can hear presentation.  | Student mumbles, incorrectly pronounces terms, or speaks too softly for audience to hear.  | Student absent for presentation. |  |
| <b>TOTAL POINTS WITH CONVERSION CHART TO GRADE</b> | <b>67 to 90 = B+/A+</b>   | <b>43 to 66 = C+/B-</b>  | <b>42 to 20 = C/D-</b>   | <b>21 or less = F</b>            |  |