|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | Name. | Teacher: Clyde Ramlochan | | | |  |  | | --- | --- | | Date of Presentation : | Title of Work: | | | |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | |  | **Criteria** | **Points** | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 |  | | **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  | | **Content Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required)with explanations and elaboration. |  | | **Visuals** | Student used no visuals. | Student occasional used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. |  | | **Mechanics** | Student's presentation/poster had four or more spelling errors and/or grammatical errors. | Presentation/poster had three misspellings and/or grammatical errors. | Presentation/poster has no more than two misspellings and/or grammatical errors. | Presentation/poster has no misspellings or grammatical errors. |  | | **Delivery** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. | Student used a clear voice and correct, precise pronunciation of terms. |  | | **Time Management**  **(9-10 min.)** | Students were under 5 minutes | Students were over 10 minutes | Students’ presentation was  7-9 minutes, | Students’ presentation was 10 minutes and no time was wasted. |  | | **Handout and Questions** | Handouts and questions not handed in | Handout is very limited in content and no diagram. Questions are vague and low level thinking | Handout has enough content but not well lay out and hard to follow. Questions do not include answers and some level of thinking. | Handout has all necessary content and easy to follow. Question have higher order thinking and all answers are included. |  | |  |  |  |  | **Total---->** |  | | | | **Teacher Comments**: | |