

<b>CONTENT:</b> <b>Minutes for each section are approximate guidelines</b>	<b>4</b> <b>Exceeds Standard</b>	<b>3</b> <b>Meets Standard</b>	<b>2</b> <b>Does Not Meet Standard</b>
<b>INTRODUCTION (2 minutes)</b> <ul style="list-style-type: none"> <li>Greeting</li> <li>Student's full name</li> <li>School history summary</li> <li>Thesis that states the components and goals of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Includes all components and is skillfully planned and organized.</li> <li>With in allotted time with seamless transitions.</li> <li>Introduction is engaging and fluent.</li> </ul>	<ul style="list-style-type: none"> <li>Includes all components.</li> <li>With in allotted time.</li> <li>Introduction is fluent.</li> </ul>	<ul style="list-style-type: none"> <li>Does not include all components.</li> <li>Not with in allotted time.</li> <li>Introduction is not engaging or fluent.</li> </ul>
<b>SHARE HIGH SCHOOL AND BEYOND PLAN (5 minutes)</b> <ul style="list-style-type: none"> <li>Share evolution of interest (career/course work) as you progressed through high school.</li> <li>Share turning points that shaped your direction for academic or career direction.</li> <li>Share/describe your immediate plans for next year.</li> <li>Share extra- curricular activities if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Thoroughly describes high school evolution of career and/or academic interests as you progressed through high school.</li> <li>Thoroughly explains how the coursework reinforces or redirects the academic and/or career future.</li> <li>Thoroughly states and gives insight on immediate career and/or academic plan for next year.</li> </ul>	<ul style="list-style-type: none"> <li>Describes high school evolution of career and/or academic interests as you progressed through high school.</li> <li>Explains how the coursework reinforces or redirects the academic and/or career future.</li> <li>States career and/or academic plan for next year.</li> <li>States career and/or academic plan for next year.</li> </ul>	<ul style="list-style-type: none"> <li>Does not describe high school evolution of career and/or academic interests as you progressed through high school.</li> <li>Does not explain how the coursework reinforces or redirects the academic and/or career future.</li> <li>Does not state career and/or academic plan for next year.</li> </ul>
<b>SHARING TWO ARTIFACTS (10 minutes)</b> <ul style="list-style-type: none"> <li>For each artifact please present the following: <ul style="list-style-type: none"> <li>Describe the artifact.</li> <li>Identify why you selected the artifact.</li> </ul> </li> <li>Explain what you had to do to create the artifact. In other words, explain your thinking processes, organizational skills, and steps you followed to create the artifact.</li> </ul>	<ul style="list-style-type: none"> <li>Each artifact is clearly defined in terms of content area, format, and topic assignment of teacher in a creative or unique fashion.</li> <li>Student gave a clear reason why they chose each artifact.</li> <li>Thoroughly explained their thinking processes for each artifact with many supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Each artifact is defined in terms of content area, format, topic, assignment of teacher.</li> <li>Student gave a reason why they chose each artifact.</li> <li>Explained thinking processes with some supporting details for each artifact.</li> </ul>	<ul style="list-style-type: none"> <li>Each artifact is unclear and undefined.</li> <li>Student did not state reason why artifact was chosen.</li> <li>Was not able to explain how they created each artifact.</li> </ul>
<b>LINK TO LIFE AND/OR CAREER INTEREST (3 minutes)</b> <ul style="list-style-type: none"> <li>Describe how creating your two artifacts is relevant to your life or career interest.</li> </ul>	<ul style="list-style-type: none"> <li>Sincerely and logically describes what you learned and how it is relevant to life or career.</li> </ul>	<ul style="list-style-type: none"> <li>Adequately describes what you learned and how it is relevant to life or career.</li> </ul>	<ul style="list-style-type: none"> <li>Did not describe what was learned and/or did not describe relevance to life or career.</li> </ul>

<b>PRESENTATION</b>	<b>4 Exceeds Standard</b>	<b>3 Meets Standard</b>	<b>2 Does Not Meet Standard</b>
<b>LANGUAGE USE</b> The degree to which: <ul style="list-style-type: none"> <li>• The speaker's word choice is clear, interesting, and appropriate to subject and audience.</li> <li>• The speaker uses correct grammar, clear pronunciation, and limited pauses (um, ah, like...).</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice/vocabulary are interesting and well suited to topic and audience.</li> <li>• Few, if any, verbal pauses or mistakes in grammar or usage.</li> <li>• Fluent. No hesitation or filters.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice/vocabulary are appropriate, relative and at times interesting.</li> <li>• Grammar/usage errors do not detract. Few verbal pauses.</li> <li>• Fluent. Few choppy sounding sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice/vocabulary are not appropriate, or not relevant to the topic. Delivery is flat, lifeless basic.</li> <li>• Many grammar/usage errors. Numerous, distracting verbal pauses.</li> <li>• No fluency. Hesitant, choppy sounding sentences.</li> </ul>
<b>ORGANIZATION/PREPARATION</b> <ul style="list-style-type: none"> <li>• Presentation has a logical progression of ideas and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Flowing. Delivery is skillfully planned and organized.</li> <li>• Transitions are seamless.</li> <li>• Key points are consistently emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows organization/planning.</li> <li>• Transitions used, efficiently and or are not distracting.</li> <li>• Key points almost always emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>• Jumbled. Lack of planning/practice lead to unsuccessful delivery.</li> <li>• Minimal organization.</li> <li>• Significant breaks between sections of presentation.</li> <li>• Key points not evident.</li> </ul>
<b>VOICE</b> The degree to which: <ul style="list-style-type: none"> <li>• The speaker can be heard: this includes enunciation, speed, and inflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Very understandable. Correct volume. Tone/inflection appropriate and enhance presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understandable/audible, some inflection. Pacing is adequate. Voice does not detract.</li> </ul>	<ul style="list-style-type: none"> <li>• Hard to understand. Speaker's voice trails off, mumbles, too quiet/loud, too fast/slow.</li> </ul>
<b>BODY/PRESENCE</b> The degree to which: <ul style="list-style-type: none"> <li>• Body language is appropriate and enhances quality of the presentation.</li> <li>• Posture, eye contact and gestures are appropriate to the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Body movements enhance presentation.</li> <li>• Eye contact is evenly distributed among audience.</li> <li>• Posture/gestures enhance the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Body movements/gestures are appropriate.</li> <li>• Eye contact is adequate and does not detract.</li> <li>• Posture/gestures are appropriate and at times enhance the quality of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Body language detracts from presentation (i.e. pacing rocking) or body language demonstrates disengagement.</li> <li>• Little or not eye contact.</li> <li>• Posture is poor. Gestures are mechanical.</li> </ul>