Early Warning Systems: Presentation Rubric

This rubric assesses knowledge on sound waves in terms of the unit design problem and student presentation skills. Modify as necessary. You may choose to assign point values to each level of performance.

	Below Standard	Approaching Standard	At Standard
Explanation of Science & Engineering Concepts	● Few / no criteria & constraints met ● Essential questions not addressed ● Little / no evidence of understanding of how device transmits message over a distance ● No evidence of knowledge of light wave characteristics or interactions between waves and materials in the model ● No evidence supporting an argument for using the warning device in a specific country	● Most criteria & constraints met ● Essential questions partially addressed but some questions unanswered ● Some evidence of understanding of how device transmits warning message over a distance ● Some evidence of knowledge of light wave characteristics or interactions between waves and materials in the model ● Some evidence supporting an argument for using the warning device in a specific country	● All defined criteria and constraints met ● Essential questions addressed in detail; all questions answered ● Strong evidence of understanding of how device transmits warning message over a distance ● Strong evidence of knowledge of light wave characteristics or interactions between waves and materials in the model ● Strong and compelling evidence supporting an argument for using the warning device in a specific country
Organization	● Order of presentation makes no sense ● Presentation too long or short, time not managed	● Attempts to present in logical order, but it doesn't always make sense ● Presents for appropriate length of time, but some parts may be too short or too long	● Ideas presented in a logical order ● Time is well-managed and well-timed
Eyes & Body	● Does not look at audience; depends completely on notes ● Constantly fidgets or slouches	● Makes some eye contact, but reads notes or slides most of the time ● Fidgets or slouches at times	● Has confident posture ● Maintains eye contact with audience; only glances at notes or slides
Voice	● Speaks too quietly or not clearly ● Does not speak appropriately (too informal, slang)	● Speaks loudly and clearly most of the time ● Speaks appropriately for the situation most of the time	● Speaks loudly and clearly ● Speaks appropriately for the situation, using formal English when appropriate and science/engineering vocabulary
Presentation Aids	● Does not use audio/visual aids or media ● Uses inappropriate or distracting audio/visual aids or media	● Uses audio/visual aids or media, but they distract from rather than add to presentation	● Uses well-produced audio/visual aids or media to enhance presentation
Response to Audience Questions	● Does not answer audience questions	● Answers some audience questions, but not clearly or completely	● Answers audience and teacher questions clearly and completely
Participation	● Not all team members participate; only one or two speak	● All team members participate, but not equally	● All team members participate for about the same length of time; all are able to answer questions