

DSST RUBRIC FOR ASSESSING SENIOR PROJECT PRESENTATIONS

Student Presenter's Name:

Panelist's Name:

Work Product Presentation:		
Exceeds Standards	Meets Standards	Developing
<ul style="list-style-type: none"> <u>Essential Question</u>: Presentation offers an explanation of how the work product serves to answer student's Essential Question. <u>Integrated Approach</u>: Presenter meaningfully discusses and provides evidence for how they used two or more academic disciplines in the design of their work product. <u>Research Driven</u>: Presenter clearly connects the research in the field to his/her work product. <u>Senior Thesis</u>: Presenter clearly connects the impact of their senior thesis on their work product. <u>Academic Challenge</u>: Presenter identifies and discusses the major challenges in designing their work product in an honest and meaningful way. <u>Student Interest</u>: Presenter conveys a high degree of interest and enthusiasm in this topic was made through his/her presentation of the product. 	<ul style="list-style-type: none"> <u>Essential Question</u>: Presentation provides a clear link between the work product and the student's Essential Question. <u>Integrated Approach</u>: Presenter provides evidence for how they used two or more academic disciplines in their design product. <u>Research Driven</u>: Presenter links research in the field to his/her work product. <u>Senior Thesis</u>: Presenter mentions impact of their senior thesis on their work product. <u>Academic Challenge</u>: Presenter identifies the challenges they faced while designing their work product. <u>Student Interest</u>: Presenter conveys genuine interest in this topic through his/her presentation of work product. 	<p>Please explain how any of the following were not adequately conveyed during the student's presentation:</p> <ul style="list-style-type: none"> <u>Essential Question</u>: <u>Integrated Approach</u>: <u>Research Driven</u>: <u>Senior Thesis</u>: <u>Academic Challenge</u>: <u>Student Interest</u>:
<p>Comments</p>		

Learning Goals:		
<p>1. Learn how to influence my peers through my epidemiological study and the activities held by the SADD organization.</p>		
Exceeds Standards	Meets Standards	Developing
<ul style="list-style-type: none"> Student includes a meaningful discussion on the progress he/she made towards learning goals, touching on both academic and personal growth, while highlighting the intentional work completed to reach those goals. Student's discussion includes a thorough examination of all listed learning goals 	<ul style="list-style-type: none"> Student provides evidence of the progress made towards learning goals, highlighting some of the work completed to reach those goals. Student discusses all listed learning goals. 	<ul style="list-style-type: none"> Student discusses learning goals but does not provide evidence. Student does not discuss all listed learning goals.
<p>Comments</p>		

Visual Aids

Exceeds Standards	Meets Standards	Developing
<ul style="list-style-type: none"> • Visual aids are clearly linked to the material, well executed, and informative to the audience. • Student provides the visual aids necessary to understand the presentation. 	<ul style="list-style-type: none"> • Visual aids are appropriate to the topic and support the overall presentation • More visual aids would have enhanced your understanding of the presentation. 	<ul style="list-style-type: none"> • Visual aids did not enhance audience understanding or were confusing. • Student did not include enough visual aids.
Comments		

Overall Organization		
Exceeds Standards	Meets Standards	Developing
<ul style="list-style-type: none"> • Introduction captures your attention and draws you into the student's presentation. • Main ideas are well-organized and connected by logical transitions, • Conclusion actually concludes the presentation in a meaningful way. • Time requirements are met and student carefully planned enough time for each section 	<ul style="list-style-type: none"> • Introduction set out the student's plan for the presentation. • Main ideas are organized and logically presented. • Conclusion brings presentation to a logical close. • Time requirements are met. 	<ul style="list-style-type: none"> • No formal introduction, or introduction does not establish a clear purpose • Main ideas are not organized logically. • No conclusion, or conclusion does not adequately close the presentation • Presentation does not meet time requirements.
Comments		

Presentation Skills		
Exceeds Standards	Meets Standards	Developing
<ul style="list-style-type: none"> • Presenter uses a strong, clear speaking voice, easily understood by audience • Presenter uses creative presentation techniques to keep audience engaged. • Speaker conveys confidence in talking about the topic. • Presenter maintains excellent eye contact with audience throughout presentation • Presenter uses physical gesture and facial expression to convey energy and enthusiasm • Student uses note cards smoothly or not at all. 	<ul style="list-style-type: none"> • Presenter uses a clear speaking voice. • Speaker is in command of the topic • Presenter maintains good eye contact with audience throughout most of presentation • Presenter uses physical gesture and facial expression to convey interest in topic. • Student relies on note cards and does not have any of the presentation memorized 	<ul style="list-style-type: none"> • Presenter is not able to control speaking tone, clarity, or volume of voice. • Speaker does not convey adequate interest in the topic. • Speaker does not maintain enough eye contact with audience. • Presenter does not use enough physical gesture and awareness of facial expression to convey interest. • Student reads presentation directly from note cards
Comments		