Work Ethic: Taking Direction and Responding to Feedback

*Presentation Assessment Rubric*

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|  | Excellent (4) | Good (3) | Fair (2) | Poor (1) |
| Effectiveness of presentation | The main point of the presentation was stated clearly and emphasized. | The presentation was somewhat effective; the main points were stated, though maybe not emphasized. | The presentation was ambiguous or left the audience wondering about the article tips and takeaways. | The presentation did not state a main point or educate the audience about the article. |
| Concept was fully explained | Details about the article tips and takeaways were developed and clear to the audience. | Details about the article tips and takeaways were somewhat developed and clear to the audience. Additional details would have been helpful. | Details about the article tips and takeaways were undeveloped and somewhat unclear to the audience. Additional details would have been helpful. | The presentation did not include relevant details about the article. |
| Organization of presentation | Student presentation is organized logically and easy for the audience to follow. | Student presentation is somewhat organized; the audience could follow it. | Student presentation is somewhat haphazard; audience found it difficult to follow at times. | Student presentation was not organized; the audience could not follow along. |
| Vocabulary and language choices | Choice of vocabulary is professional and appropriate for the audience. Word choice reinforces a professional image of the student. | Choice of vocabulary is somewhat professional and appropriate for the audience. Word choice somewhat reinforces a professional image of the student. | Choice of vocabulary needs to be improved so that it is professional and appropriate for the audience. Some slang or simplistic words should be replaced. | Choice of vocabulary is not professional and appropriate for the audience. Slang or simplistic words replace those that would better represent the student. |