|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rubric for Energy Presentation | | | | | |
| Category | 4 | 3 | 2 | 1 | Score |
| Comprehension | Student is able to accurately answer almost all questions posed by classmates about the topic | Students is able to accurately answer most questions posed by classmates about the topic | Student is able to accurately answer a few questions posed by classmates about the topic | Students is unable to accurately answer questions posed by classmates about the topic |  |
| Evaluates Peers | Fills out peer evaluation completely and always gives scores based on the presentation rather than other factors (e.g. person is a close friend) | Fills out almost all the peer evaluation and always give scores based on the presentation rather than other factors. | Fills out most of the peer evaluation and always gives scores based on the presentation rather than other factors | Fills out most of the peer evaluation but scoring appears to be biased. |  |
| Listens to other presentations | Listens intently. Does not make distracting noises or movements | Listens intently but has one distracting noise or movement | Sometimes does not appear to be listening but is not distracting | Sometimes does not appear to be listening and has distracting noises or movements |  |
| Vocabulary | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience | Uses several (5 or more) words or phrases that are not understood by the audience. |  |
| Content | Shows a full understanding of the topic | Shows a good understanding of the topic | Shows a good understanding of parts of the topic | Does not seem to understand the topic very well |  |
| Organization | Information is very organized with well-constructed headings and subheadings | Information is organized with well-constructed headings | Information is organized, but heading, subheadings are not well-constructed | The information appears to be disorganized |  |
| Amount of information | All topics are addressed and all questions answered with at least 2 sentences about each | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each | One or more topics were not addressed |  |
| Quality of information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples | Information clearly relates to the main topic. No details and/or examples are given | Information has little or nothing to do with the main topic |  |
|  | 4 | 3 | 2 | 1 | score |
| Sources | All sources (information and graphics) are accurately documented in the desired format | All sources (information and graphics) are accurately documented, but a few are not in the desired format | All sources (information and graphics) are accurately documented, but many are not in the desired format | Some sources are not accurately documented. |  |
| Diagrams & illustrations | Diagrams and illustrations are neat, accurate and add to the reader’s understanding of the topic | Diagrams and illustrations are accurate and add to the reader’s understanding of the topic | Diagrams and illustrations are neat and accurate and sometimes add to the reader’s understanding of the topic | Diagrams and illustrations are not accurate OR do not add to the reader’s understanding of the topic | Total \_\_\_\_\_\_/40 |