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| **5** | * Sequence was clear and logical.
* Transitions were smooth.
* Presentation did not run overtime.
 | * Five occupational choices were clearly identified.
* Big ideas were highlighted.
* Representations of the occupations were accurate and detailed.
 | * Hook for the presentation was engaging and contained a WOW factor.
* Presentation was original and involved the audience to a large degree.
* Visuals were used effectively and creatively.
 | * Eye contact was maintained at all times.
* Voices carried and everyone was clearly heard.
* Gestures effectively enhanced content.
 | * Very clear and detailed presentation of resources that could be used in researching the occupations was given.
 |
| **4** | * Sequence was clear.
* Transitions were smooth.
* Presentation may have run overtime.
 | * Five occupational choices were clearly identified.
* Big ideas were identified.
* Representations of the occupations were accurate.
 | * Hook for the presentation was engaging.
* Many parts of the presentation were original.
* Audience was involved.
* Visuals were used effectively.
 | * Students made no reference to notes and maintained eye contact.
* Voices carried and everyone was clearly heard.
 | * Very clear presentation of resources that could be used in researching the occupations was given.
 |
| **3** | * Sequence was somewhat clear.
* Transitions were sometimes missing.
* Presentation may have run overtime.
 | * Five occupational choices were clearly identified.
* Big ideas may have been missing or not highlighted.
* Representations of the occupations were somewhat accurate.
 | * Hook for the presentation was engaging.
* Many parts of the presentation were original.
* Audience was somewhat involved.
* Visuals were used but could be more effective.
 | * May have been some reference to notes, but students mostly maintained eye contact.
* Most members of the group were heard clearly.
 | * Clear presentation of resources that could be used in researching the occupations was given.
 |
| **2** | * Sequence was difficult to follow, often jumped around too much.
* Presentation may not have been on time.
 | * Five occupational choices were identified.
* Big ideas were missing or not highlighted.
* Representations of the occupations were not always accurate.
 | * Hook for the presentation was not engaging.
* Some parts of the presentation were original.
* Audience was involved slightly.
* Few visuals were used.
 | * Students lost eye contact frequently.
* Some members of the group were difficult to hear.
 | * Unclear presentation of resources that could be used in researching the occupations was given.
 |
| **1** | * Sequence of information was difficult to discern.
* Presentation was much shorter than the time limit allowed.
 | * Five occupational choices were not identified.
* Big ideas were missing or not highlighted.
* Representations of the occupations were not accurate.
 | * Presentation did not include an initial hook or activator to engage audience.
* No originality evident.
* Audience was not involved.
* No visuals used.
 | * Students read from papers and offered no eye contact.
* Speech was too fast or too slow.
 | * No presentation of resources that could be used in researching the occupations was given.
 |
|  | **Organization** (clear introduction, development of ideas, and conclusion, clear focus, within time limits) | **Content**(describes and explains the five occupational choices) | **Creativity** (stimulating, original, involves audience) | **Vocal Impact and Body Language**(volume and pace, eye contact, gestures and posture) | **Resources** (resources used in the research) |