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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) |