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| Category | 4 | 3 | 2 | 1 |
| Individual use of time | Classroom time was used to work on the project. Conversations were not disruptive and were focused on the work. | Classroom time was used work on the project the majority of the time. Conversations were not disruptive and were focused on the work. | Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work. | Student did not use classroom time to work on the project and/ or was highly disruptive. |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student was somewhat prepared, but it was clear that the rehearsal was lacking. | Student does not seem at all prepared to present. |
| Amount of information | 5 events covered | 4 events covered | 2-3 covered | 0-1 events covered |
| Quality of information | Information clearly relates to the 5 events covered. Student includes several details for each event. | Information clearly relates to the events. Student provides supporting details for almost all of the events | Information clearly relates to the events. Student provides supporting details for some events. | Information has little or nothing to do with the main topic. Student provides few to none supporting details for the events. |
| Uses complete Sentences | Always (99-100%) speaks in complete sentences. | Mostly (80-98%) speaks in complete sentences. | Sometimes (70-80 %) speaks in complete sentences. | Rarely speaks in complete sentences. |
| Volume | Volume is loud enough to be heard by all audience members throughout the presentation. Speaks clearly and distinctly all the time. (100-95%) | Volume is loud enough to be heard by all of the audience members at least 90% of the time. Speaks and distinctly most of the time. (94-85%) | Volume is loud enough to be heard by all audience members at least 80% of the time. Speaks clearly and distinctly often of the time. (84-75%) of the time | Volume is often too soft to be heard by all audience members. Often mumbles or cannot be understood. |
| Comprehension | Student is able to accurately answer almost all questions posed by classmates about the topic | Student 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 | Student is unable to accurately answer questions posed by classmates about the topic. |
| Graphics | All graphics are effective and balanced with text use. Every event is represented with an image. | All graphics are effective but not every event is included. | Some graphics are effective. | Several graphics are not effective. |
| Attractiveness | The Prezi is exceptionally attractive in the terms of design, layout, and neatness. | The Prezi is attractive in the terms of design, layout and neatness. | The Prezi is fairly attractive but a bit messy. | The Prezi is poorly designed and messy. |