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| **Presentation Rubric: AP Biology Body Systems Project** *(Note: EACH MEMBER MUST ‘SPEAK’ > 1 minute; Individual Grades within the Group May Vary)* |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. Does NOT read from the PPt, or any other source (ex-notecards) AT ALL | Student is fairly prepared but might have needed a couple more rehearsals. May have read PPt or another source at times | The student is somewhat prepared, but it is clear that rehearsal was lacking. Often read from the PPt or other source | Student does not seem at all prepared to present. |
| **Content/ Accuracy** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a fair understanding of the topic. | Does not appear to understand the topic very well. |
| **Speaks Clearly** | Speaks clearly and distinctly at all times, and does not mispronounce any words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |
| **Posture and Eye Contact** | Always stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Mostly has good posture & displays confidence, including establishing eye contact with everyone in the room during the presentation | May slouch, ‘fidget’ and/or turns back on audience somewhat often during the presentation | Slouches, ‘fidgets’ and/or does not look at people during the presentation for the vast majority of the time. |
| **Stays on Topic** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | Does not stay on topic the majority of the time. |
| **Time-Limit (\*each person must speak a minimum of 1 minute)** | Presentation is within the given time frame, including the quiz.  | Presentation is slightly over or under the time allotment given (by less than 1 minute), including quiz. | Presentation is > 1 min, but < 2 min over or under the time allotment, including quiz. | Presentation is more than 2 min over/ under time allotment, including quiz. Teacher will stop the presentation, if necessary  |
| **Required Items Covered** | All Items on original project description were covered thoroughly | Most Items on original project description were covered adequately | Some Items on original project description were covered somewhat adequately | Most Items on original project description were not covered adequately |
| **Sequencing of Information** | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. | Most information is organized in a clear, logical way. One slide or item of information seems out of place | Some information is logically sequenced. An occasional card or item of information seems out of place | There is no clear plan for the organization of information. |
| **Use of Graphics** | All graphics are attractive (size and colors) and support the theme/content of the presentation | Most graphics are attractive (size and colors) and support the theme/content of the presentation | Some graphics are attractive (size and colors) and support the theme/content of the presentation | Few graphics are attractive (size and colors) and support the theme/content of the presentation |
| **Font Choice and Formatting** | Font was easy to read; good color choice; not overly "wordy" with appropriate text to graphic ratio; formatted very well | One of these could be improved: Font was easy to read; good color choice; not overly "wordy"; formatted very well | Two of these could be improved: Font was easy to read; good color choice; not overly "wordy"; formatted very well | 3 or more of these could be improved: Font was easy to read; good color choice; not over "wordy"; formatted very well |
| **Effectiveness** | Highly effective and kept the class's attention | Mostly effective and mostly kept the class's attention | Somewhat effective and somewhat kept the class's attention | Ineffective and did not keep the class's attention |
| **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. |
| **Handouts for Students (including quiz)** | Provided for each student and well done. Included Practice Questions | One minor violation | One violation, and fairly significant | No handouts or poor work |
| **Handouts for Teacher (including quiz & key)** | Provided for teacher and well done. Included Practice Questions and Key | One minor violation | One violation, and fairly significant | No handouts or poor work |
| **Collaboration with Peers** | Appropriately shares workload with, and supports the efforts of others in the group. Tries to keep people working well together. | Shares workload with, and supports the efforts of others in the group fairly well, but others carried slightly more of workload. Does not cause "waves" in the group. | Shares workload with, and supports the efforts of others in the group somewhat, but others carried significantly more of workload. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| **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 of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend). | Fills out most of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend). | Fills out most of the peer evaluation but scoring appears to be biased. |
| **Presentation of Art Data** | Very effectively relates to the topic & unit displaying clear connections. At least 1 art standard is met | Somewhat effectively relates to the topic & unit displaying mostly clear connections. At least 1 art standard is met | Ineffectively relates to the topic & unit; connections could be clearer OR art standard is not met | Ineffectively represents the topic & the unit material presented AND art standard is not met |

**IMPORTANT: Works Cited Page Must Also Be Submitted (last page of PPt or Prezi)**