**Technical Report and Presentation Rubric**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Item |  |  | Issue |  | Wgt |  |  | Exceptional (3) |  | Acceptable (2) |  | Marginal (1) |  | Unacceptable (0) |  | Points |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Writing |  | Overall |  |  |  | The writer’s decisions about focus, |  | The writer has made good decisions |  | The writer’s decisions about |  | The writer’s decisions about |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | effectiveness of |  |  |  | organization, style/tone, and content |  | about focus, organization, |  | focus, organization, style/tone, |  | focus, organization, |  |  |  |
|  |  |  |  | communication |  |  |  | made reading a pleasurable experience. |  | style/tone, and content to |  | and/or content sometimes |  | style/tone, and/or content |  |  |
|  |  |  |  |  |  |  |  |  | Writing could be used as a model of how |  | communicate clearly and effectively. |  | interfere with clear, effective |  | interfere with communication. |  |  |
|  |  |  |  |  |  | 5 |  |  | to fulfill the assignment. The purpose |  | The purpose and focus of the |  | communication. The purpose of |  | The purpose of the writing is |  |  |
|  |  |  |  |  |  |  |  | and focus of the writing are clear to the |  | writing are clear to the reader and |  | the writing is not fully achieved. |  | not achieved. Requirements |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | reader and the organization and content |  | the organization and content |  | All requirements of the |  | of the assignment have not |  |  |
|  |  |  |  |  |  |  |  |  | achieve the purpose well. Writing |  | achieve the purpose well. Writing |  | assignment may not be fulfilled. |  | been fulfilled. |  |  |  |
|  |  |  |  |  |  |  |  |  | follows all requirements for the |  | follows all requirements for the |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | assignment. |  | assignment. |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Writing |  |  | Writing process |  |  |  | Writing flows smoothly from one idea to |  | Sentences are structured and words |  | Sentence structure and/or word |  | Sentence structure, word |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | another. Evidence of analysis, reflection |  | are chosen to communicate ideas |  | choice sometimes interfere with |  | choice, lack of transitions |  |  |
|  |  |  |  |  |  |  |  |  | and insight. Sequencing of ideas within |  | clearly. Some idea development |  | clarity. Idea development and |  | and/or sequencing of ideas |  |  |
|  |  |  |  |  |  | 4 |  |  | paragraphs and transitions between |  | supported by relevant details. |  | sequencing between paragraphs |  | make reading and |  |  |  |
|  |  |  |  |  |  |  |  | paragraphs make the writer’s points |  | Transitions between paragraphs |  | need improvement. |  | understanding difficult. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | easy to follow. |  | make the writer’s points easy to |  | Unelaborated and/or repetitious |  | Minimal idea development, |  |  |
|  |  |  |  |  |  |  |  |  |  |  | follow. |  | details. |  | limited and/or unrelated |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | details. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Writing |  | Demonstration |  |  |  | Demonstration of full knowledge of the |  | Writer is at ease with content and |  | Writer is uncomfortable with |  | No grasp of required subject |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | of | 4 |  |  | subject with explanations and |  | able to elaborate and explain to |  | content. Only basic concepts are |  | matter. No understanding of |  |  |
|  |  |  |  | knowledge |  |  | elaboration. |  | some degree. |  | demonstrated and interpreted. |  | major issues. No |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | interpretation of results. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Organization |  | Flow of |  |  |  | Information is presented in a logical, |  | Information is presented in a logical |  | Work is hard to follow as there is |  | Sequence of information is |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | information | 2 |  |  | interesting way, which is easy to follow. |  | manner, which is easily followed. |  | very little continuity. Some |  | difficult to follow. No apparent |  |  |
|  |  |  |  |  |  |  |  | Organizes material in a clear, |  | Organizes material in an |  | evidence of a cohesive plan. |  | structure or continuity. Little |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | appropriate, and precise manner. |  | appropriate manner. |  |  |  | evidence of a cohesive plan. |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Mechanics |  | Spelling and |  |  |  | Negligible errors. Effective editing and |  | Minor errors. Much evidence of |  | Several errors. Some evidence of |  | Numerous errors. Little |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Grammar | 2 |  |  | revisions improve overall quality of work. |  | revision and editing. |  | revision and editing. |  | evidence of revision or |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | editing. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Research |  | Research and |  |  |  | Correct interpretation of data or |  | Correctly interprets data or |  | Correctly interprets data or |  | Incorrectly interprets data or |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | Interpretation |  |  |  | information. Analysis and conclusion are |  | information, but analysis or |  | information but provides little or |  | information with little or no |  |  |
|  |  |  |  | of Data | 3 |  |  | based on research. |  | conclusion may not be supported by |  | no evidence of analysis or |  | analysis or conclusion. Little |  |  |
|  |  |  |  |  |  |  |  |  |  |  | research. |  | conclusion. Research is limited. |  | or no evidence of research |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | presented. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Readability |  |  | Clarity of |  |  |  | Report was free of “noise issues.” |  | Some instances of “noise.” |  | Many instances of “noise.” |  | Report plagued with |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | writing |  |  |  | Describes all examples with detail and |  | Describes some examples with |  | Describes simple examples with |  | distractions and ‘noise.” | Has |  |  |
|  |  |  |  |  |  | 2 |  |  | clarity. Articulates appropriate |  | detail and clarity. Articulates |  | little detail. Some inappropriate |  | trouble describing examples |  |  |
|  |  |  |  |  |  |  |  | vocabulary and terms associated with |  | appropriate vocabulary but is still |  | vocabulary present, or limited |  | used to support the |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | the subject matter. |  | limited somewhat. |  | use of appropriate vocabulary. |  | adjectives. Inappropriate |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | vocabulary use occurs. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | References |  | References | 1 |  |  | Reference section complete, |  | Minor inadequacies in references or |  | Inadequate list of references or |  | No referencing system used. |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  | comprehensive and follows required |  | inconsistencies in format. |  | failure to follow required format. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | format. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Overall |  |  |  |  |  |  |  | Exceptional (A-Level) |  |  | Acceptable (B-C Level) |  |  | Marginal (C-D Level) |  |  | Unacceptable (D-F Level) |  | TOTAL |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | Item |  | Issue |  |  | Wgt |  |  | Exceptional (3) |  |  | Acceptable (2) |  |  | Marginal (1) |  |  | Unacceptable (0) |  | Points |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Overall |  |  |  |  |  | Poised, clear articulation; proper volume; |  |  |  Clear articulation but not as |  |  | Audience occasionally has |  |  | Presenter is obviously |  |  |  |
|  |  |  | effectiveness of |  |  |  |  |  | steady rate; enthusiasm; confidence. |  |  | polished. Presenter slightly |  |  | trouble hearing the presentation. |  |  | anxious and cannot be heard |  |  |  |
|  |  |  | presentation |  |  |  |  |  | Presenter is clearly comfortable in front |  |  | uncomfortable at times. Most can |  |  | Presenter seems uncomfortable. |  |  | or is monotone with little or |  |  |  |
|  | Presentation |  |  |  | 5 |  |  | of the group. Correct, precise |  |  | hear presentation. Pronounces |  |  |  Sometimes incorrectly |  |  | no expression. Student |  |  |  |
|  |  |  |  |  |  | pronunciation of terms. Selects rich |  |  | most words correctly. Selects words |  |  | pronounces terms. Selects |  |  | mumbles, pronounces words |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | and varied words for context and uses |  |  | appropriate for context and uses |  |  | words inappropriate for |  |  | incorrectly. Selects words |  |  |  |
|  |  |  |  |  |  |  |  |  | correct grammar. |  |  | correct grammar. |  |  | context; uses incorrect grammar. |  |  | inappropriate for context; |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Uses incorrect grammar. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Media and |  |  |  |  |  | Graphics are designed, reinforce |  |  | While graphics relate and aid |  |  | Occasional use of graphics that |  |  | Student uses superfluous |  |  |  |
|  |  |  | graphics |  |  |  |  |  | presentation thesis and maximize |  |  | presentation thesis, these media |  |  | rarely support presentation |  |  | graphics, no graphics, or |  |  |  |
|  |  |  |  |  |  |  |  |  | audience understanding; use of media is |  |  | are not as varied and not as well |  |  | thesis; visual aids were not |  |  | graphics that are so poorly |  |  |  |
|  |  |  |  |  |  |  |  |  | varied and appropriate, with media not |  |  | connected to presentation thesis. |  |  | colorful or clear. Choppy, time |  |  | prepared that they detract |  |  |  |
|  |  |  |  |  |  |  |  |  | being added simply for the sake of use. |  |  | Font size is appropriate for reading. |  |  | wasting use of multimedia; lacks |  |  | from the presentation. |  |  |  |
|  |  |  |  |  |  |  |  |  | Visual aids were colorful and large |  |  | Appropriate information is prepared. |  |  | smooth transition from one |  |  |  |  |  |  |
|  | Presentation |  |  |  | 4 |  |  | enough to be seen by all, even those in |  |  | Some material is not supported by |  |  | medium to another. Font is too |  |  | Font is too small to be easily |  |  |  |
|  |  |  |  |  |  |  |  |  | back of the class. Media are prepared in |  |  | visual aids. |  |  | small to be easily seen. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | seen. |  |  |  |
|  |  |  |  |  |  |  |  |  | a professional manner. Details are |  |  |  |  |  | Communication aids are poorly |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | minimized so that main points stand out. |  |  |  |  |  | prepared or used inappropriately. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Too much information is |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | included. Unimportant material is |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | highlighted. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Audience |  |  |  |  |  | Encourages audience interaction. Calls |  |  | Encourages audience interaction. |  |  | Reluctantly interacts with |  |  | Avoids or discourages active |  |  |  |
|  |  |  | interaction |  |  |  |  |  | on classmates by name. Involved the |  |  | Held the audience's attention most |  |  | audience. Goes off topic. |  |  | audience participation. |  |  |  |
|  |  |  |  |  |  |  |  |  | audience in the presentation; held the |  |  | of the time. Demonstrates |  |  | Demonstrates some knowledge |  |  | Audience lost interest. |  |  |  |
|  |  |  |  |  |  |  |  |  | audience's attention throughout. |  |  | knowledge of the topic by |  |  | of topic in response to questions. |  |  | Demonstrates incomplete |  |  |  |
|  |  |  |  |  |  |  |  |  | Demonstrates extensive knowledge |  |  | responding accurately and |  |  | Some eye contact, but not |  |  | knowledge of the topic by |  |  |  |
|  | Presentation |  |  |  | 4 |  |  | of the topic by responding |  |  | appropriately addressing questions. |  |  | maintained, and at least half the |  |  | responding inaccurately and |  |  |  |
|  |  |  |  |  |  |  |  |  | confidently, precisely and |  |  | At ease with answers to all |  |  | time reads report. |  |  | inappropriately to questions. |  |  |  |
|  |  |  |  |  |  |  |  |  | appropriately to all audience |  |  | questions but fails to elaborate. |  |  |  |  |  | Student reads all or most of |  |  |  |
|  |  |  |  |  |  |  |  |  | questions. Maintains eye contact; |  |  | Student maintains eye contact most |  |  |  |  |  | report with no eye contact. |  |  |  |
|  |  |  |  |  |  |  |  |  | seldom returning to notes; presentation |  |  | of the time but frequently returns to |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | is like a planned conversation. |  |  | notes. |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Flow of |  |  |  |  |  | Introduces the purpose of the |  |  | Introduces the purpose of the |  |  | Introduces the purpose of the |  |  | Does not clearly introduce |  |  |  |
|  |  |  | information |  |  |  |  |  | presentation clearly and creatively. |  |  | presentation clearly. Most |  |  | presentation. Student jumps |  |  | the purpose of the |  |  |  |
|  | Organization |  |  |  | 2 |  |  | Student presents information in logical, |  |  | information presented in logical |  |  | around topics. Several points are |  |  | presentation. Presentation is |  |  |  |
|  |  |  |  |  |  | interesting sequence which audience |  |  | sequence. A few minor points may |  |  | confusing. Ends with a summary |  |  | choppy and disjointed; no |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | can follow. Ends with an accurate |  |  | be confusing. Ends with a summary |  |  | or conclusion; little evaluation of |  |  | apparent logical order of |  |  |  |
|  |  |  |  |  |  |  |  |  | conclusion showing thoughtful, strong |  |  | of main points showing some |  |  | content based on evidence. |  |  | presentation. Ends without a |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | evaluation of the evidence presented. |  | evaluation of the evidence |  |  |  | summary or conclusion. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | presented. |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Mechanics |  |  | Level of presentation is appropriate for |  | Level of presentation is generally |  | Portions of presentation are too |  | Presentation consistently is |  |  |  |
|  |  |  |  |  |  | the audience. Personal appearance is |  | appropriate. For the most part, |  | elementary or too sophisticated |  | too elementary or too |  |  |  |
|  |  |  |  |  |  | completely appropriate for the occasion |  | personal appearance is appropriate |  | for audience. Personal |  | sophisticated for the |  |  |  |
|  | Presentation |  | 2 |  | and the audience. Within 1 minute of |  | for the occasion and the audience. |  | appearance is somewhat |  | audience. Personal |  |  |  |
|  |  |  |  |  |  | allotted time. |  | Within 3 minutes of allotted time |  | inappropriate for the occasion |  | appearance is inappropriate |  |  |  |
|  |  |  |  |  |  |  |  |  |  | and audience. Within 5 minutes |  | for the occasion. Well |  |  |  |
|  |  |  |  |  |  |  |  |  |  | of allotted time |  | outside of allotted time. |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Overall |  |  |  |  | Exceptional (A-Level) |  | Acceptable (B-C Level) |  | Marginal (C-D Level) |  | Unacceptable (D-F Level) |  | TOTAL |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Performance |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |