

Canadian Explorer Research Presentation Rubric

	4	3	2	1
Non-verbal Skills <i>(Comments)</i>				
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
Verbal Skills <i>(Comments)</i>				
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Delivery	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.
Content <i>(Comments)</i>				
Subject Knowledge	Student demonstrates full knowledge in presentation.	Student demonstrates basic knowledge in presentation.	Student is uncomfortable with basic information, and is uncertain with presentation.	Student does not have grasp of information.
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.

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Group Work <i>(Comments)</i>				
Contribution to Group Goals	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within group	Works toward group goals without slight prompting; accepts and fulfills individual role within group	Works toward group goals with occasional prompting	Works toward group goals only when prompted
Contribution of Knowledge	Consistently and actively contributes knowledge, opinions, and skills without prompting.	Contributes knowledge, opinions, and skills without prompting or reminding	Contributes information to the group with occasional prompting or reminding	Contributes information to the group only when prompted
Working and Sharing With Others	Helps the group to identify necessary changes and encourages group action for change; always does the assigned work without having to be reminded.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding Helps group.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
Explorer's Journal <i>(Comments)</i>				
Focus & Details	Main ideas are clear and are well supported by detailed and accurate information.	Main ideas are clear but are not well supported by detailed information.	Main ideas are Somewhat clear.	The main ideas are not clear.
Organization	The introduction is inviting, states the main explorer, and provides an overview of the journal. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the explorer. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	