

## CWOW Formal Presentation

Name: \_\_\_\_\_

Start time: \_\_\_\_\_ End Time: \_\_\_\_\_ = \_\_\_\_\_

Point Value	Criteria				
	0	4	6	8	10
<u>Organization</u> Presentation presented in proper order with information, knowledge and wisdom.		Student presents their content in incorrect sequence... Audience cannot understand presentation because there is no sequence of content...	Student presents their content in incorrect sequence... Audience has difficulty following presentation because student jumps around...	Student presents their content in correct sequence (information/knowledge/wisdom) audience able to follow easily... but does not provide extended understanding with additional content	Student presents information in logical, interesting sequence... (information/knowledge/wisdom) audience able to follow easily ...and extends our understanding of topic with additional content
<u>Content Knowledge</u> How well student understands content of presentation.		Student does not have grasp of content student did not demonstrate knowledge of subject.	Student is uncomfortable with content and is able to demonstrate only rudimentary knowledge	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge of content (more than required) with explanations and elaboration.
<u>Mechanics</u> Punctuation - grammar		Student presentation had four or more spelling errors and/or grammatical errors.	Student Presentation had three misspellings and/or grammatical errors.	Student Presentation had no more than two misspellings and/or grammatical errors.	Student Presentation had no misspellings or grammatical errors.
<u>Delivery</u> Poise – voice – eye contact		Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.
<u>Attire</u> How you present yourself		Normal everyday attire no attempt to go to the next level	Student made attempt but was inappropriate for presentation.	Student made attempt but didn't fit presentation guidelines.	Student's attire and personal presentation fits appropriate to presentation guidelines.
<u>Creativity</u> Presentation was more than just reading content to the audience.		No creativity	On the verge of being creative	Showed some creativity	Innovative creativity
<u>Visuals</u> Presentation included a variety of relevant visuals		Visuals were limited in number and variety. Visuals did not provide a better understanding of the content in the presentation.	Visuals were limited in number and variety. Visuals did provide a better understanding of the content in the presentation.	Sufficient number of visuals that provided a diverse perspective. Visuals were relevant and add understanding to the presentation	Visuals provided a diverse perspective. Visuals were relevant and add understanding to the presentation. The visuals were essential to the presentation and without them the presentation would not have been as informative.
<u>Overall Product</u>		Student contribution to Product was not complete – little understanding of thinking historically... not creative.	Student contribution to Product was partially done or very basic – showed partial understanding of the thinking historically process. Not very creative.	Student is at ease with content, but fails to elaborate. Student contribution to Product met discussed expectations–showed solid understanding of the thinking historically process. Was creative.	Student contribution to Product was above discussed expectations – clearly showed complete understanding of the thinking historically process - Showed innovative creativity.
<u>Guest</u> Guest present in person or via video	No Guest				Guest Present = 20 points
					<b>Total</b>

Teacher Comments: