

CWOW Formal Presentation

Name: _____

Start time: _____ End Time: _____ = _____

		Criteria					
Point Value	0	2	4	6	8	10	
<u>Organization</u> Presentation presented in proper order with information, knowledge and wisdom.		Student presented organized presentation but simply read from slides or notes. Weak thesis with no support	Student presents their content in incorrect sequence... Audience cannot understand presentation because there is no sequence of content...Weak thesis with some support	Student presents their content in incorrect sequence... Audience has difficulty following presentation because student jumps around...Did not start with thesis but had strong thesis at the end.	Student presents their content in correct sequence (information/knowledge/wisdom) audience able to follow easily... but does not provide extended understanding with additional content. Proper thesis statement at the beginning and supported in the end.	Student presents information in logical, interesting sequence... (information/knowledge/wisdom) audience able to follow easily ...and extends our understanding of topic with additional content Proper thesis statement at the beginning and strong support in the end	
<u>Content Knowledge</u> How well student understands content of presentation.		Student showed no understanding of content by simply reading from slides or notes.	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 – Electronic slide show		More than 25 words on multiple slides – grammatical errors No thesis to start presentation.	Student presentation had four or more spelling errors and/or grammatical errors. Some slides with more than 25 words	Student Presentation had three misspellings and/or grammatical errors.	Student Presentation had no more than two misspellings and/or grammatical errors. . If slideshow – well executed. Started presentation with thesis	Student Presentation had no misspellings or grammatical errors. If slideshow – Professional well executed. Started presentation with thesis	
<u>Delivery</u> Poise – voice – eye contact		No audience contact because student simply read from slides or notes	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 because student simply read from slides or notes	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>		Overall presentation was simply reading	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> present in person or via video	No Guest					Guest Present = 20 points	
						Total	

Teacher Comments: