

VOCAL ARTS SOLO/GROUP PRESENTATION RUBRIC

	Excellent 5	Developing 4 3 2	Needs Improvement 1
<p><u>Organization</u></p> <ul style="list-style-type: none"> • Intro and conclusion • Sequence of Material 	Specific introduction and conclusion. Sequenced material within the body of the presentation.	Specific introduction and conclusion. Sequence material within the body is inconsistent.	Lacking an introduction or conclusion. No sequence to material.
<p><u>Language</u></p> <ul style="list-style-type: none"> • Aid to Presentation • Grammar • Appropriateness 	Improves the effectiveness of the presentation. Correct grammar. Appropriate to the audience.	Supports the effectiveness of the presentation. Correct grammar. Appropriate to the audience.	Not interesting or unclear. Does not support the presentation. Occasional grammar mistakes. Inappropriate to the audience.
<p><u>Delivery/Presentation</u></p> <ul style="list-style-type: none"> • Posture • Eye contact • Gesture & expression • Classroom Connection • Anxiety Management 	Good posture. Eye contact with the audience most of the time. Appropriate gesture and expression. Calm, confident, comfortable delivery. Presentation excites, engages and challenges classroom.	Intermittent good posture. Occasional eye contact. Appropriate gesture and expression. Classroom is paying attention, but complete absorption is lacking. Student may appear anxious or unsure at times, but manages her/his anxiety and doesn't allow it to sabotage the presentation.	Poor posture. Seldom makes eye contact with the audience. Not enough or too much gesture and expression. Student performs poorly and appears noticeably nervous, uncomfortable, tense, awkward, or fearful. Student is unable or unwilling to connect to the audience. Classroom is bored and does not fully attend.
<p><u>Content</u></p> <ul style="list-style-type: none"> • Command of topic • Content and detail • Demonstration of learning 	Student had a command of the topic and content was thoroughly addressed. Student describes her/his findings in detail. Student shares what they have learned.	Students have a good understanding of the topic, with few mistakes. Student outlines their findings. Student shows what s/he has learned.	Student does not outline what they have learned. Student sounds confused about topic. Student presents incorrect facts.
<p><u>Teamwork</u></p> <ul style="list-style-type: none"> • Participation • Collaboration • Balanced input and effort <p>(this category only applies for groups)</p>	Full group participation. Group worked well together and the presentation brought out the talents of the individual group members. A synergy seems to be created which resulted in each team member delivering part of a learning experience that is better than any individual effort might have been.	Partial Group Presentation. Group worked well together. Group members benefit from each other's input and students learn. Synergy, flow, spontaneity may be somewhat lacking. Some members may appear disinterested when it is their turn to speak	Only one person in the group presents. One member carries the group. Group members protect turf, refuse to help, or refuse to cooperate. The team suffers and individual efforts would have been more effective than what the team produced. There is possibly a feeling of tension and hostility.
<p><u>Progress</u></p> <ul style="list-style-type: none"> • Improvement • Desire • Effort 	Student has improved significantly in 5 or more of the above categories. Student works hard to realize potential in all categories.	Student has improved in 2-4 of the above categories. Student works to realize her or his potential in most categories.	Student has made little to no improvement. Student seems disinterested in realizing her or is potential.
<p>Total Points: _____ Grade: _____</p> <p>Group Presentation 25-30 = A 12-24 = B 6-11 = C</p> <p>Less than 5 or "no show" = No Credit</p>		<p>Total Points: _____ Grade: _____</p> <p>Solo Presentation 21-25 = A 10-20 = B 5-9 = C</p> <p>Less than 4 or "no show" = No Credit</p>	