**Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10 (A)** | **8.5 (B)** | **7 (C)** | **5.5 (D)** |
| **Requirements**  **x1 = \_\_\_\_\_\_\_/10** | The presentation is thorough, complete and accurate. It is clear the student understands the subject matter fully. | The presentation is usually thorough and complete and accurate. It is clear the student understands the subject matter. | The presentation is sometimes thorough, complete and accurate. It is clear the student has some confusion about the subject matter. | The presentation is rarely thorough, complete and accurate. It is clear the student does not understand the subject matter. |
| **Professionalism**  **x2 = \_\_\_\_\_\_\_/20** | Student presenters work together seamlessly. They maintain eye contact, speak clearly, appear prepared and organized, and choose their words carefully. | Student presenters work together, but may need to prompt one another occasionally. They maintain eye contact, usually speak clearly, appear prepared, and generally choose their words carefully. | Student presenters need to prompt one another frequently to keep the pace of the presentation flowing. They may frequently fail to maintain eye contact, or speak clearly, and they do not appear exceptionally prepared. | Student presenters are frequently unsure of who is supposed to be talking; one person may take over the whole presentation due to lack of planning. They frequently fail to maintain eye contact, or speak clearly, and they are clearly not prepared. |
| **Persuasion**  **x2 = \_\_\_\_\_\_\_/20** | Information is presented in such a way that the audience is convinced that the created products are effective for the intended market. It is easy to follow the students’ line of reasoning. | Information is presented in such a way that the audience is likely to respond favorably to the idea that the created products are effective for the intended market. The students’ line of reasoning is obvious. | Information is presented in such a way that the audience is likely to believe that the created products are effective for the intended market, but may have questions. The students’ line of reasoning is murky at times. | Information is presented in such a way that the audience cannot approve of the products without asking probing questions to dig deeper. The students’ line of reasoning is often unclear. |
| **Content**  **x2 = \_\_\_\_\_\_\_/20** | Student explanations show the ability to effectively evaluate a marketing or sales media product, including high emphasis on understanding the audience and driving their engagement with the publication. | Student explanations usually show the ability to effectively evaluate a marketing or sales media product, including emphasis on understanding the audience and driving their engagement with the publication. | Student explanations somewhat show the ability to effectively evaluate a marketing or sales media product, including emphasis on understanding the audience and driving their engagement with the publication. | Student explanations seldom show the ability to effectively evaluate a marketing or sales media product, including emphasis on understanding the audience and driving their engagement with the publication. |