**Presentation Tool Rubric**

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|  | **10 (A)** | **8.5 (B)** | **7 (C)** | **5.5 (D)** |
| **Requirements**  **x1 = \_\_\_\_\_\_\_\_/10** | All sections are completed, including subsections, and are thorough, complete and accurate. It is clear the student understands the subject matter fully. | Most sections are completed, including subsections, and are thorough and complete and accurate. It is clear the student understands the subject matter. | Some sections are completed, including subsections, and are mostly thorough, complete and accurate. It is clear the student has some confusion about the subject matter. | Few sections are completed or thorough, complete and accurate. It is clear the student does not understand the subject matter. |
| **Cohesion**  **x2 = \_\_\_\_\_\_\_/20** | All sections relate to one another and flow beautifully to create a seamless plan for a publication | All sections relate to one another and flow to create a coherent plan for a publication | Most sections relate to one another and flow to create a plan for a publication | Sections are disjointed and the overall picture of the publication is murky. |
| **Vision**  **x2 = \_\_\_\_\_\_\_/20** | All descriptions show the ability to effectively create an entrepreneurial vision, including high emphasis on understanding the audience and driving their engagement with the publication. | Most descriptions show the ability to create an entrepreneurial vision, including emphasis on understanding the audience and driving their engagement with the publication. | Some descriptions show the ability to create an entrepreneurial vision, including emphasis on understanding the audience and driving their engagement with the publication. | Few descriptions show the ability to create an entrepreneurial vision, including emphasis on understanding the audience and driving their engagement with the publication. |
| **Layout and Readability**  **x2 = \_\_\_\_\_\_\_\_/20** | Presentation is easy to read because the student has separated information logically and used appropriate fonts and type size for different elements. Design enhances the presentation of the product. | Presentation readable because the student has separated information logically and used an appropriate font. Design is not distracting. | Presentation is challenging to read because the student has not separated information logically; there may be too much or too little text in sections. Design is sometimes distracting. | Presentation is difficult to read because the segments do not flow logically. Design is distracting. |
| **Mechanics**  **x1 = \_\_\_\_\_\_\_\_/10** | Very few errors, and they do not affect the audience’s understanding. | Some errors, but they do not affect the audience’s understanding | Many errors and/or errors begin to affect the audience’s understanding. | Many errors affect the audience’s understanding. |