**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 the audience is convinced the plan for the publication is sound. It is easy to follow the students’ line of reasoning and the presentation tool is used effectively to structure the argument. | Information is presented in such a way the audience is likely to respond favorably to the plan for the publication. The students’ line of reasoning is obvious and the presentation tool is used to structure the argument. | Information is presented in such a way the audience is likely to believe the plan has merit, but may have questions about the plan for the publication. The students’ line of reasoning is murky at times and the presentation tool may not structure the argument effectively. | Information is presented in such a way the audience cannot approve of the publication without asking probing questions to dig deeper. The students’ line of reasoning is often unclear and the presentation tool does not structure the argument effectively. |
| **Content****x2 = \_\_\_\_\_\_\_/20** | Student explanations show the ability to effectively create an entrepreneurial vision, including high emphasis on understanding the audience and driving their engagement with the publication. | Student explanations usually show the ability to create an entrepreneurial vision, including emphasis on understanding the audience and driving their engagement with the publication. | Student explanations somewhat show the ability to create an entrepreneurial vision, including emphasis on understanding the audience and driving their engagement with the publication. | Student explanations seldom show the ability to create an entrepreneurial vision, including emphasis on understanding the audience and driving their engagement with the publication. |