

### Collaboration Skills Rubric : Get-Mart Presentation (I)

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1/0
<b>Contributions</b>	Student routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Student usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Student sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required most of the time. A group member who has to be told occasionally to get back on task.	Student rarely provides useful ideas when participating in the group and in classroom discussion. A group member that may refuse to participate in group or class discussion. A group member who has to be told frequently to get back on task.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good and contributing team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player and/or rarely contributes to the team.
<b>Attitude</b>	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
<b>Monitors Group Effectiveness</b>	Routinely monitors the effectiveness of the group, and makes suggestions to make the group more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.

Total Points:                    /16

### Oral Presentation Rubric : Get-Mart Presentation (I)

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1/0
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed. (Rarely looks at screen or notes)	Student seems pretty prepared but might need a couple more rehearsals. (Frequently looks at screen or notes)	The student is somewhat prepared, but it is clear that rehearsal was lacking. (Frequently looks at screen or notes)	Student does not seem at all prepared to present. (Reads directly from screen or notes)
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Comprehension</b>	Student is able to accurately answer all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

Total Points:                    /28= \_\_\_\_\_ %