



Water Slide Presentation

Name: _____

Teacher: Mrs. Glover

Date of Presentation: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because students jump around.	Students present information in logical sequence which audience can follow.	Students present information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Students do not have grasp of information; students cannot answer questions about subject to persuade audience toward their slide.	Students are uncomfortable with information and are able to answer only rudimentary questions.	Students are at ease with content, but fail to elaborate and persuade audience	Students demonstrate full knowledge and persuade audience toward their slide.	_____
Visuals	Students used no visuals.	Students occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Students used visuals to reinforce screen text and presentation.	_____
Mechanics	Students used no transitions.	Students occasionally used transitions with inappropriate sound.	Transitions were appropriate, but included inappropriate sounds.	Transitions were appropriate with no inappropriate sounds.	_____
Grammar and Spelling	Students' presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Students mumble, incorrectly pronounce terms, and speak too quietly for class or committee in the back of room to hear.	Students incorrectly pronounce terms. Audience members have difficulty hearing presentation.	Students' voices are clear. Students pronounce most words correctly.	Students used clear voices and correct, precise pronunciation of terms.	_____
				Total----->	_____

Teacher Comments:



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