

**Group Members:**

Rubric for Global Issues Conferences

Criteria	Low Impact	Effective	Highly Persuasive	Comments
Group Evaluation:	10	20	30	
<b>Expression</b> Presentation includes language that is a. original (not copied from sources word for word) b. creates an impact/persuades c. conveys a message d. precise and vivid	<input type="checkbox"/> non-specific <input type="checkbox"/> distracting <input type="checkbox"/> unimaginative <input type="checkbox"/> repetitive <input type="checkbox"/> unconvincing	<input type="checkbox"/> focused <input type="checkbox"/> engaging <input type="checkbox"/> imaginative <input type="checkbox"/> original <input type="checkbox"/> effective	<input type="checkbox"/> precise <input type="checkbox"/> captivating <input type="checkbox"/> innovative <input type="checkbox"/> lively <input type="checkbox"/> persuasive	
<b>Tone</b> The presentation includes language and visual displays that set an appropriate tone/mood for the topic	<input type="checkbox"/> inappropriate <input type="checkbox"/> disrespectful <input type="checkbox"/> neutral attitude	<input type="checkbox"/> usually appropriate <input type="checkbox"/> shows respect <input type="checkbox"/> evident attitude	<input type="checkbox"/> appropriate <input type="checkbox"/> reverent <input type="checkbox"/> enthusiastic	
<b>Organization</b> Presentation is organized so it a. enhances the main ideas and their development b. enhances the audience's understanding c. includes each of the following elements in the 30-minute presentation <input type="checkbox"/> Introduction <input type="checkbox"/> Background Information <input type="checkbox"/> Documentary <input type="checkbox"/> Case Study <input type="checkbox"/> Interactive activity <input type="checkbox"/> Action Plan <input type="checkbox"/> Conclusion <input type="checkbox"/> Resources- Works Cited	<input type="checkbox"/> random order <input type="checkbox"/> confusing connections <input type="checkbox"/> awkward pacing <input type="checkbox"/> unplanned	<input type="checkbox"/> logical sequence <input type="checkbox"/> cohesive connections <input type="checkbox"/> well-paced <input type="checkbox"/> structured	<input type="checkbox"/> smooth & flowing <input type="checkbox"/> thoughtful transitions <input type="checkbox"/> purposeful pacing <input type="checkbox"/> tight	
<b>Content</b> Ideas presented are accurate and well supported. Information and conclusions go beyond the obvious in order to communicate effectively with the audience.	<input type="checkbox"/> inadequate <input type="checkbox"/> vague <input type="checkbox"/> plagiarized ideas <input type="checkbox"/> sources not cited	<input type="checkbox"/> sufficient <input type="checkbox"/> general <input type="checkbox"/> paraphrased <input type="checkbox"/> sources are referenced	<input type="checkbox"/> insightful <input type="checkbox"/> specific <input type="checkbox"/> personalized <input type="checkbox"/> sources are cited consistently and accurately	

Individual Evaluation Criteria	Low Impact	Effective	Highly Persuasive	
P1:	10	20	30	
<b>Voice/Eye Contact/Posture</b> Presenter speaks clearly, slowly, and loudly and looks at different members of the audience with regularity.	<ul style="list-style-type: none"> <li>occasionally makes eye contact with audience</li> <li>speech is often inaudible and/or unclear</li> <li>distracting movements often take away attention from the presentation</li> <li>stands still</li> </ul>	<ul style="list-style-type: none"> <li>frequently makes eye contact with audience</li> <li>speech is typically audible and clear</li> <li>distracting movements occur but infrequently</li> <li>some body language is used</li> </ul>	<ul style="list-style-type: none"> <li>consistent eye contact with audience</li> <li>speech is consistently audible and clear</li> <li>presenter is poised and in control of their mannerisms</li> <li>body language adds to the presentation</li> </ul>	
<b>Knowledge/Memorization</b> Presenter demonstrates ease and confidence with expressing content; it is clear that the presenter knows the content well.	<ul style="list-style-type: none"> <li>most information is read</li> <li>content knowledge has not been internalized</li> </ul>	<ul style="list-style-type: none"> <li>some information is read</li> <li>content knowledge is limited to stated facts and information only</li> </ul>	<ul style="list-style-type: none"> <li>understanding of the topic is evident</li> <li>content knowledge is thorough and goes beyond information in visual presentation</li> </ul>	
<b>Participation</b> Presenter clearly participates in the presentation and the interactive activity	<ul style="list-style-type: none"> <li>participation is minimal in speech and action</li> </ul>	<ul style="list-style-type: none"> <li>participation is evident, though not equal to peers</li> </ul>	<ul style="list-style-type: none"> <li>participation is obvious and equal that of peers</li> </ul>	
P2:				
Voice/Eye Contact				
Memorization/Knowledge				
Participation				
P3:				
Voice/ Eye Contact				
Memorization/ Knowledge				
Participation				
P4:				
Voice/Eye Contact				
Memorization/ Knowledge				
Participation				