# Scientist Presentation

**Component** | **Exceptional (3 Points)** | **Acceptable (2 Points)** | **Marginal (1 Point)** | **Point(s)**
---|---|---|---|---
A device was used to get the audience’s attention | Students give details or an amusing fact, a series of questions, a short demonstration, a colorful visual, or something to help engage the listeners. | Students do a one- or two-sentence introduction, and begin the presentation. | Students do not attempt to gain attention of audience; just start presentation. |
Eye contact | Students maintain eye contact with audience, seldom referring to notes. | Students maintain some eye contact, but frequently refer to notes. | Students read from notes with little or no eye contact. |
Elocution | Students use a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Students’ voices are mostly clear; students pronounce most words correctly; most audience members can hear presentation. | Students mumble, incorrectly pronounce terms, and speak too quietly for many students to hear. |
Organization | Students present information in logical, interesting sequence which audience can follow. | Students present most information in logical manner; however, there are some sequencing issues. | Audience cannot understand presentation because there is no sequence of information. |
Mechanics | Presentation (and components) has no misspellings or grammatical errors. | Presentation (and components) has one to two misspellings and/or grammatical errors. | Presentation (and components) has three or more misspellings and/or grammatical errors. |
Visual Aids/Graphics | Students’ visual aids help explain and support the presentation. | Students use some visual aids that support the presentation; however, more visuals would have been beneficial. | Students’ visual aids do not effectively explain and/or support the presentation. |
<table>
<thead>
<tr>
<th>Component</th>
<th>Exceptional (10-9 points)</th>
<th>Acceptable (8-7 Points)</th>
<th>Marginal (6-5 Points)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout/Pamphlet</td>
<td>Neatly prepared with biographical information, discovery, and visual.</td>
<td>Adequately prepared; may be missing some important information, explanation of discovery, or visual.</td>
<td>Appears to have been prepared at the last minute; missing many of the required components.</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Neatly written/typed in a thorough and detailed manner, according to the proper format; all supporting documents attached.</td>
<td>Adequately written/typed according to the proper format; may have had some formatting errors; provides a general description of the lesson; may have not attached some supporting documents.</td>
<td>Appears to have been written/typed at the last minute; there is not much detail in the description of the lesson; may have some formatting errors; few or no supporting documents.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Original presentation of material; uses the unexpected to full advantage; captures audience's attention.</td>
<td>Some originality apparent; good variety and blending of materials/media.</td>
<td>Little or no variation; material presented with little originality; presentation was predictable.</td>
<td></td>
</tr>
<tr>
<td>Dress and Character</td>
<td>Nicely created costume and convincing “acting.”</td>
<td>Costume and “acting” were adequate.</td>
<td>Costume and “acting” lack the expected effort.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Group Effort**

All students worked as a cohesive unit and equally participated in the presentation.

Most students participated in the presentation, but some members appeared to be non-existent.

Few students effectively participated in the presentation.

---

**Enthusiasm**

Students demonstrate a strong positive feeling about topic during entire presentation.

Students occasionally show positive feelings about topic, but mainly appear indifferent.

Students show absolutely no interest in topic presented.

**Preparedness**

Students are completely prepared with regard to materials and have obviously rehearsed.

Students do not have all materials adequately prepared; may need a couple more rehearsals.

Students are not at all prepared to present.

**Subject/content knowledge**

Students demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration.

Students are capable of answering most questions; however, incorrect statements were made and/or teacher intervention was required.

Students do not have grasp of information; students cannot answer questions about subject.

---

**Component**

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceptional (10-9 points)</th>
<th>Acceptable (8-7 Points)</th>
<th>Marginal (6-5 Points)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout/Pamphlet</td>
<td>Neatly prepared with biographical information, discovery, and visual.</td>
<td>Adequately prepared; may be missing some important information, explanation of discovery, or visual.</td>
<td>Appears to have been prepared at the last minute; missing many of the required components.</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Neatly written/typed in a thorough and detailed manner, according to the proper format; all supporting documents attached.</td>
<td>Adequately written/typed according to the proper format; may have had some formatting errors; provides a general description of the lesson; may have not attached some supporting documents.</td>
<td>Appears to have been written/typed at the last minute; there is not much detail in the description of the lesson; may have some formatting errors; few or no supporting documents.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Original presentation of material; uses the unexpected to full advantage; captures audience's attention.</td>
<td>Some originality apparent; good variety and blending of materials/media.</td>
<td>Little or no variation; material presented with little originality; presentation was predictable.</td>
<td></td>
</tr>
<tr>
<td>Dress and Character</td>
<td>Nicely created costume and convincing “acting.”</td>
<td>Costume and “acting” were adequate.</td>
<td>Costume and “acting” lack the expected effort.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:

Total ____ /70