

# Santa Susana High School

## Senior Project Rubric for the Panel Presentation

| Score / Points      | (HIGHEST)<br>4  | 3   | 2   | (LOWEST)<br>1  |
|---------------------|---|---|---|--|
| <b>Introduction</b> | <b>Complete introduction</b> of self, school and academy background. <b>Clear</b> identification of purpose; <b>purposeful</b> and brief overview of the project.   | <b>Complete introduction</b> of self. <b>Clear</b> identification of purpose; <b>clear</b> and brief overview of the project.   | <b>Brief introduction</b> of self. <b>Scant</b> identification of purpose; <b>brief</b> and inadequate overview of the project.   | <b>Introduction missing. Unfocused or missing</b> identification of purpose; <b>missing or confusing</b> overview of the project;  |
| <b>Body</b>         | <b>Thorough and perceptive explanation</b> of the process, skills, and research; <b>substantial discussion</b> of strengths as well as weaknesses of the project; <b>thoughtful reflection</b> of the value of the process including “What I learned”, “What I still need to know or do”. | <b>Clear and adequate explanation</b> of process, skills, and research; <b>adequate and complete discussion</b> of strengths as well as weaknesses of the project; <b>clear but predictable reflection</b> on the value of the process including “What I learned”, “What I need to know or do”. | <b>Simple and inadequate explanation</b> of process, skills, and research; <b>incomplete discussion</b> of strengths as well as weaknesses of the project; sketchy and <b>inadequate reflection</b> on the value of the process, including “What I learned”, “What I still need to know or do”. | <b>Confusing or missing explanation</b> of process, skills, and research; <b>little, if any, discussion</b> of strengths as well as weaknesses of the project; <b>missing or confused reflection</b> on the value of the process, including “What I learned”, “What I still need to know or do”. |
| <b>Conclusion</b>   | <b>Substantial and clear connection</b> of the presentation to the learning stretch; relates to the Expected School-wide learning Results (ESLRs); <b>impressive final discussion</b> or closure.   | <b>Clear connection of the presentation</b> to the learning stretch; relates to the Expected School-wide learning Results (ESLRs); <b>clear final discussion</b> or closure.  | <b>Predictable and simplistic connection</b> of the presentation to the learning stretch; mentions the Expected School-wide learning Results (ESLRs); <b>brief and inadequate final discussion</b> or closure.  | <b>Missing or confusing connection</b> to the learning stretch; no mention of the Expected School-wide learning Results (ESLRs); <b>very little final discussion</b> or closure.   |
| <b>Delivery</b>     | <b>Clear and audible</b> voice projection and voice vitality; <b>effective</b> use of visual aids; <b>obvious evidence of careful and thorough preparation.</b>   | <b>Audible and generally clear</b> voice projection and voice vitality; <b>use</b> of visual aids; <b>some evidence of careful preparation.</b>   | <b>Somewhat inaudible and unclear</b> use of voice; visual aids <b>ineffective</b> ; <b>very little evidence of careful preparation.</b>  | <b>Generally inaudible and unclear</b> use of voice; lack of visual aids; <b>minimal, if any, evidence of careful preparation.</b>   |