

Performance Evaluation (Rubric)*

	4 Points	3 Points	2 Points	1 Point
Script –Opening	Begins with a strong and creative introduction that grabs the reader's attention.	Begins with an introduction that grabs the reader's attention.	Introduction is weak and lacks interest.	No evidence of an introduction.
Script – Supporting Details	Provides 4 talking points with strong supporting and descriptive details.	Provides 3 talking points with supporting details.	Provides 2 talking points with but lacks supporting and descriptive details.	Provides only one major talking point with little or no supporting detail.
Script – Format and Organization	Sentences and paragraphs are complete, well written, and varied.	Sentence and paragraph structure is generally correct.	Sentence and paragraph structure is inconsistent with regard to quality.	Little or no evidence of sentence or paragraph structure. Below high school level.
Script – Use of Language	Chooses words that are clear, descriptive, and accurate. Maintains consistent persuasive tone throughout script.	Adequately chooses words that are clear and descriptive. Demonstrates a persuasive tone in parts of the script.	Chooses some words that are clear and descriptive. Lacks consistent persuasive tone.	Language and tone of script is unclear and lacks description.
Script – Conclusion	Summarizes the talking points using strong language.	Summarizes the talking points using adequate language.	Weak summary not covering all the talking points. Missing significant connections.	Poor summary needing significant work. Makes little or no reference to talking points.
Spelling, Grammar, and Punctuation	Contains few, if any, spelling, grammar, and punctuation errors.	Contains several errors in spelling, grammar, and punctuation that do not interfere with meaning.	Contains many errors in spelling, grammar, and punctuation that interfere with meaning.	Contains many errors in spelling, grammar, and punctuation that make interpretation difficult.

Presentation Opening	Begins with a strong and creative introduction that grabs the audience's attention.	Begins with an introduction that grabs the audience's attention.	Introduction is weak and lacks interest.	No evidence of an introduction.
Presentation Details	Includes lots of rich details and descriptive language. Topic is very well developed.	Includes some descriptive language. Topic is developed.	Topic has little details or descriptive language. It is poorly developed.	No evidence of details or descriptive language. Topic is not developed.
Presentation Organization	Topic talking points are clearly stated and well connected with a variety of transitional words.	Topic talking points are stated and connected with some use of transitional words.	Topic talking points are not clearly stated, difficult to identify with little use of transitional words.	Topic talking points are not identified, not clearly stated, and there is no evidence of transitional words.
Presentation Conclusion	Clearly stated conclusion with a strong reflection on the meaning or impact of the topic's talking points.	Stated conclusion shows some reflection and connection to talking points.	Sub par conclusion leaving the audience guessing about the talking points.	Extremely poor conclusion with no reflection on the talking points.
Citing Information - Sources	Sources are clearly identified and easy to find.	Some sources of information were not clearly identified.	Many sources on information were not clearly identified.	Information was not cited properly leaving the reader wondering about the sources.
Time Keeper	Time Keeper was used properly and information was recorded detailing activity.	Time Keeper was used but some pieces of information were missing or inaccurate.	Time Keeper was not used as directed. Tracking time and activities is difficult.	Time Keeper was not used at all. No objective way to analyze activities or the time spent on the project.

Overall Project	Excellent work on the project. Directions were followed. Members worked well together to create an exemplary end product.	Good work on the project. Some aspects could be improved. Members worked well to create a good end product.	Sub par work on the project. Many aspects could be improved. Some members worked well while others did not. End product was unsatisfactory.	Very poor work. Almost every part of the project could be improved. Members did not work as a team. End product was far below high school level.
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*parts of rubric cited from rubrics developed in the [Oswego City School District](#)

Final Evaluation and Project Results

Performance Evaluation =
(Max. 52 pts.)

Peer Review / Self Evaluation = +
(Max. 45 pts.)

Total Project Results =
(Max. 97 pts.)

Interpreting your results of the Foundation Grant proposal and presentation:

Earned 97 – 90 points.	Earned 89 – 80 points.	Earned 79 – 69 points.	Earned 68 – 58 points	Earned 57 points or Less
The Foundation's Board of Trustees was extremely impressed. Your team is awarded the grant immediately. Everyone receives a substantial salary increase.	Your team should feel good about your accomplishments and there is an outside chance you may win the grant. Overall, Mr. Peterson is satisfied with your team efforts.	Your team is not awarded the grant. Although disappointed, Mr. Peterson expects everyone to learn and grow from this experience.	Mr. Peterson gives everyone on the team a warning that another poor performance like that will cost all of them their jobs.	Mr. Peterson fires the entire team. Because you work in a small town, few employers are willing to hire you and give you another employment opportunity.