| **Descriptors** | **1 - Beginning** | **2 - Approaching** | **3 - Developing** | **4 - Capable** | **5 - Experienced** | **6 - Exceptional** |
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| **Requirements**  **(30%)**  The extent to which the presentation incorporates the required elements, effectively completes the task, and shows understanding of the purpose and audience | Demonstrates no understanding of the task; completes very few parts of the task | Demonstrates minimal understanding of the task; completes less than half of the task | Demonstrates little understanding of the task; completes most parts of the task, but in a minimally engaging manner; may be missing some elements | Demonstrates a basic understanding of the task; completes most parts of the task in a somewhat engaging manner; may be missing a few elements | Demonstrates a general understanding of the task; completes all parts of the task in an accurate and somewhat engaging manner | Demonstrates a thorough understanding of the task; completes all parts in an accurate and engaging manner; may go beyond the limits of the task |
| **Content and development**  **(30%)**  The extent to which the presentation fully develops ideas, utilizing extensive, specific, and relevant facts, reasons, evidence, details, and images | Fails to develop ideas, showing no evidence of research; presents significant factual errors; needs more work | Develops ideas incompletely and inadequately, showing little evidence of research; presents significant factual errors; needs more work | Develops ideas briefly and inconsistently, showing uneven research; presents some factual errors; needs more work | Develops ideas adequately, showing some evidence of research; may contain some minor inaccuracies | Develops ideas clearly, showing appropriate evidence of research | Develops ideas fully and artfully, showing strong evidence of research |
| **Organization**  **(30%)**  The extent to which the presentation demonstrates a unified structure and sequence of ideas | Demonstrates no evidence of structure with little or no attempt to use images, graphics, or headings to support the presentation's design or create an appropriate atmosphere | Demonstrates little evidence of structure with little arrangement of images, graphics, or headings to support the presentation's design or create an appropriate atmosphere; organizes information in a way that is random and difficult for the reader to follow and understand | Demonstrates evidence of structure but contains an uncertain arrangement of images, graphics, or headings to support the presentation's design or create an appropriate atmosphere; organizes information inconsistently and in a way that is difficult for the reader to follow and understand | Demonstrates a generally unified structure with inconsistent arrangement of images, graphics, or headings to support the presentation's design or create an appropriate atmosphere; organizes information in a way that the reader can understand | Demonstrates a mostly unified structure with suitable arrangement of images, graphics, and headings to support the presentation's design and create an appropriate atmosphere; organizes information in a way that the reader can understand | Demonstrates a cohesive and unified structure with excellent arrangement of images, graphics, and headings to support the presentation's design and create an appropriate atmosphere; organizes information very well |
| **Language use, mechanics, and conventions**  **(10%)**  The extent to which the presentation demonstrates understanding of the audience and purpose and knowledge of grammar and conventions, including vocabulary usage, punctuation, and spelling | Demonstrates no awareness of the audience and uses unclear or incoherent language; makes considerable errors in grammar, vocabulary, spelling, or punctuation that make understanding ideas difficult | Demonstrates little understanding of audience and purpose and consistently employs poor word choice and simplified language; makes many significant errors in grammar, vocabulary, spelling, or punctuation that substantially interfere with ideas and meaning | Demonstrates some understanding of the audience and purpose but uses lesssophisticated language and simplified word choice; makes several significant errors in grammar, vocabulary, spelling, or punctuation that occasionally interfere with ideas and meaning | Demonstrates some understanding of the audience and purpose by utilizing appropriate language; makes some errors in grammar, vocabulary, spelling, or punctuation that do not significantly interfere with ideas and meaning | Demonstrates an understanding of the audience and purpose by utilizing appropriate language; makes a few errors in grammar, vocabulary, spelling, or punctuation that do not interfere with ideas and meaning | Demonstrates a clear understanding of the audience and purpose; makes few or no errors in grammar, vocabulary, spelling, or p |