

# O.P.T.I.O.N.S. Presentation Rubric

Student Name: \_\_\_\_\_

	Level 4	Level 3	Level 2	Level 1
<b>Internship Experience</b>	(Student's representation of time spent at internship / Student's project created during internship)			
Career Assessment	<b>Reflectively assesses the career field</b> providing a detailed depiction of internship and profession / <b>evaluates how internship</b> relates to long and short term goals	<b>Discusses the internship</b> experience and career field in some detail / mentions how internship relates to goals	<b>Demonstrates an understanding</b> of the career field	<b>Summarizes</b> the internship experience
Project	<b>Addresses</b> a work related problem or issue; <b>evaluates</b> significance of the project; explores process required to create the project	<b>Attempts to address</b> a work related problem or issue	<b>Explains the project</b> and its relevance or how it works	Project is <b>perfunctory</b>
Mentor / Intern Collaboration	Presentation reveals <b>consistent mentor intern collaboration and resulting student growth</b>	Effectively demonstrates <b>mentor / intern collaboration</b>	Implies <b>some level</b> of mentor / intern collaboration	<b>No evidence</b> of mentor / intern collaboration
<b>Presentation</b>	(Oral presentation skills)			
Verbal Expression	<b>Poised, clear articulation;</b> proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group	Clear articulation but <b>not as polished;</b> slightly uncomfortable at times; most can hear presentation; occasional use of fillers	<b>Audience occasionally has trouble hearing</b> the presentation; seems uncomfortable; excessive use of fillers	Presenter cannot be heard or <b>monotone with little or no expression</b>
Body Language/Eye Contact	<b>Natural, confident,</b> and enhances the message; posture, eye contact, smooth gestures, facial expressions, clothing are consistent with the message	Delivery <b>generally effective;</b> good eye contact; facial expressions, clothing and other nonverbal expressions do not detract significantly from the message	<b>Eye contact limited;</b> presenter may tend to fidget, or read most of the presentation; gestures and movements may be jerky or excessive; <b>delivery inconsistent with the message</b>	Uses <b>poor presentation skills</b> – reading, no eye contact, standing still, fidgeting
Organization	<b>Ideas are clearly organized, developed, and supported;</b> introduction, main points and conclusion are clear and organized effectively	<b>Main idea is evident,</b> sound organizational structure; introduction, transitions, supporting material conclusion lack development	<b>Ideas not focused or developed;</b> the introduction is undeveloped; main points are difficult to identify; transitions may be needed; no conclusion	<b>Ideas are unclear;</b> no introduction, transitions, or conclusion; audience cannot understand presentation because there is no sequence of information
Answering Audience Questions	Student answers questions using <b>specific and relevant information;</b> insightfully relates answers to internship experience	Student grasps central focus of questions; answers are <b>accurate and relevant</b>	Students answers are relevant, but may include <b>inconsistencies</b>	Student answers <b>do not address central focus</b> of questions
Time Management	Presentation is <b>15 – 20 minutes</b>	Presentation is <b>less than 15 minutes or more than 20 minutes</b>	Presentation is <b>less than 10 minutes</b>	Presentation is <b>less than 7 minutes</b>
<b>21<sup>st</sup> Century Skills</b>	(Student's incorporation of technology)			
Digital Age Literacy	<b>Presentation technology organizes and paces presentation</b> while incorporating other technology applications / programs	<b>Effectively uses presentation technology</b>	<b>Simplistic use of presentation technology</b>	<b>Ineffective use of presentation technology</b>
<b>Exit Outcome</b>	(How student's presentation reflect the N.S. Mission)			
Critical Thinking	Answers to focus questions reveal an <b>insightful understanding and evaluation of the profession and internship</b> experience	Answers to focus questions reveal an <b>understanding of the profession and internship</b> experience	Answers to focus questions <b>document profession</b> and internship experience	Answers to focus questions <b>inadequately convey an understanding</b> of the profession and internship experience
Creative Thinking	O.P.T.I.O.N.S. process considered <b>multiple ideas</b> and how they were explored as <b>potential solutions to problems / issues faced</b>	O.P.T.I.O.N.S. process developed <b>solutions for problems / issues faced</b>	O.P.T.I.O.N.S. process <b>follows steps taken leading to the development of the project</b>	O.P.T.I.O.N.S. process <b>explains the internship</b>