

### Rubric for Written Analysis

Category	Exemplary= 4	Good =3	Developing =2	Needs to Improve =1
<i>Thesis</i>	The paper contains a clear and interesting thesis supported by specific, concrete details.	The paper contains a clear and interesting thesis, but is not well supported by specific and concrete details.	The thesis is ambiguous and is not well connected to supporting details.	The paper has no thesis at all.
<i>Organization</i>	The paper is organized in a logical sequence. It has an introduction, paragraphs of support, and conclusion to make information accessible.	The essay displays a tree structure, but needs to be streamlined. Some information does not fit the context; Some key points need to be foreseen or reiterated, and some paragraphs need to be rearranged to make information accessible.	The essay has structural problems that make information difficult to access. The key points are not stressed at all.	The paper is too disorganized to make information accessible. The paragraphs are not arranged in a logical sequence. Ideas are not grouped together.
<i>Transitions</i>	The paper has transitions that guide the reader from paragraph to paragraph.	Transitions are used but don't work well all the time.	Transitions are used but paragraphs are not well tied in with each other.	There is no transition at all.
<i>Usage, Punctuation and Grammar Conventions</i>	The writer adheres to usage, punctuation and grammar conventions. The paper does not include any of the 10 major errors on <i>Student Guide</i> .	The writer satisfyingly adheres to usage, punctuation and grammar conventions. The paper contains no more than 2 of the 10 major errors on <i>Student Guide</i> .	The writer fairly adheres to usage, punctuation and grammar conventions. The paper may contain 3-4 of the 10 major errors on <i>Student Guide</i> .	The writer substantially violates native usage, punctuation and grammar conventions. The paper contains more than 4 of the 10 major errors on <i>Student Guide</i> .
<i>Connections with class readings, learning and discussions</i>	The paper makes strong connections with class readings, learning and discussions	The paper makes connections with class readings, learning and discussions, but the connections are loose.	The paper makes connections with class readings, learning and discussions, but the connections are more imaginative than real.	The paper has no reference of class readings, learning and discussion
<i>Description of the commercial</i>	The paper provides a sufficient and interesting description of the commercial.	The paper provides a description of the commercial, but the description is either sufficient but not interesting, or interesting but not sufficient.	The paper provides a description of the commercial, but the description is neither sufficient nor interesting.	The paper has no description of the commercial at all.
<i>Evaluation Criteria</i>	The paper fulfills all the requirements on the assignment sheet.	The paper fulfills all the major requirements on the assignment sheet (purpose, audience, format, deadline, etc.), but less important issues are not fully addressed (number of criteria used, number of visuals, citation style, etc.).	The paper does not fulfill all the major requirements.	The paper doesn't fulfill the major requirements on the assignment sheet at all.

## Rubric for Oral Presentation

### (I. Presentation)

Category	Exemplary= 4	Good =3	Developing =2	Needs to Improve =1
<i>Preparation</i>	The presentation reflects thorough thinking, planning and rehearsals. It is informative, impressive and engaging.	The presentation reflects thinking, planning and rehearsals. It is informative and worth listening, but is not impressive or engaging.	The presentation reflects some preparation. It is not informative or engaging enough to help the audience enjoy the report.	The presentation doesn't reflect sufficient thinking, planning and rehearsals. It sounds quick, low-quality and impromptu.
<i>Organization</i>	The presentation is organized in a logical sequence. There is an introduction, supported analysis, and conclusion to make information predictable and accessible.	The essay is organized in a logical sequence, but the introduction, supported analysis and conclusion are not well delivered to help orient, convince the audience, and reinforce the argument.	The presentation has structural problems that make information difficult to access. The distinction between introduction, body and conclusion is not clear.	The presentation is disorganized. The presenter moves back and forth from point to point.
<i>Transitions</i>	Transitions guide the audience from one topic to another.	Transitions are used but don't work well all the time.	Transitions are used but sections are still not well tied in with each other.	There are no hints when the presentation shifts from one topic to another.
<i>Description of the commercial</i>	The presentation provides a sufficient and interesting description of the commercial.	The presentation provides a description of the commercial, but the description is either sufficient but not interesting, or interesting but not sufficient.	The presentation provides a description of the commercial, but the description is neither sufficient nor interesting.	The presentation provides no description of the commercial.
<i>Connections with class readings, learning and discussions</i>	The presentation makes connections with class readings, learning and discussions	The presentation makes connections with class readings, learning and discussions, but the connections are loose.	The presentation makes connections with class readings, learning and discussions, but the connections are more imaginative than real.	The presentation has no reference of class readings, learning and discussion.
<i>Evaluation Criteria Fulfillment</i>	The presentation fulfills all the requirements on the assignment sheet.	The presentation fulfills all the major requirements on the assignment sheet (purpose, audience, format, deadline, etc.), but less important issues are not fully addressed (number of criteria used, poster or PowerPoint, screenshots, tone, language, etc.).	The presentation does not fulfill all the major requirements on the assignment sheet.	The presentation doesn't fulfill the major requirements on the assignment sheet at all.

(II. Presenter)

Category	Exemplary= 4	Good =3	Developing =2	Needs to Improve =1
<i>Enthusiasm</i>	The presenter demonstrates a strong positive enthusiasm about topic during entire presentation.	The presenter occasionally shows positive feelings about topic.	The presenter shows no noticeable enthusiasm toward topic presented.	The presenter shows absolutely no interest in topic presented.
<i>Eye Contact</i>	The presenter maintains frequent eye-contacts with the audience.	The presenter occasionally looks at someone or some groups during presentation.	The presenter only focuses attention to one particular part of the class, does not scan audience.	The presenter does not attempt to look at audience at all, read notes the entire time.
<i>Responsiveness to other students</i>	The presenter demonstrates full knowledge and answers all questions with explanations and elaboration in Q & A session.	The presenter is at ease with expected answers to all questions, but fails to elaborate.	The presenter is uncomfortable with information, and is able to answer only rudimentary questions.	The presenter has no grasp of information, and cannot answer questions about subject.
<i>Contribution to the knowledge of the audience</i>	The presenter significantly increases audience understanding and knowledge of topic; Effectively convinces an audience to recognize the validity of a point of view.	The presenter raises audience understanding and awareness of most points; Clear point of view, but development or support is inconclusive and incomplete.	The presenter raises audience understanding and knowledge of some points; Point of view may be clear, but lacks development or support	The presenter fails to increase audience understanding or knowledge of topic. Fails to effectively convince the audience
<i>Body language and Verbal skills</i>	The presenter uses comfortable body language and fluctuates in tone and volume to help maintain audience interest and emphasize key points. Presenter uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	The presenter uses appropriate body language; tone and volume, but there are no noticeable changes when key points are presented. Presenter's voice is clear. Presenter pronounces most words correctly. Most audience members can hear presentation.	The presenter speaks unconfidently and uses uneven volume with no inflection. Presenter's voice is low. Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation.	The presenter has inappropriate or insufficient body language, an inaudible voice or monotonous tone that cause audience to disengage. Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.
<i>Time Efficiency</i>	The presenter utilizes the time efficiently and wisely. All the major topics are covered.	The presenter is delivered within the allocated time frame, but the time is not efficiently or wisely used. No major topic is left out.	The presenter exceeds the allocated time length or finishes much earlier, but the most of major topics are covered within the time frame.	Within the allocated time frame, the presenter barely covers half of the major topics.