| **Attribute** | **1**  **Novice** | **2**  **Beginner** | **3**  **Competent** | **4**  **Proficient** | **5**  **Expert** |
| --- | --- | --- | --- | --- | --- |
| **Project Idea: Innovation/**  **Originality** | -Proposal gives a general picture of project goals and objectives, but does not provide an in-depth description.  - Project not original, innovative or creative aspects, the extent to which the project is of the student’s own design is unclear.  -Proposal does not outlines plan for completing the project.  -Proposal does not have significance to the field. |  | -Proposal is relatively clear, but uses some jargon and/or some definition is lacking.  -Project contains original, innovative or creative aspects, but the extent to which the project is of the student’s own design is unclear.  -Proposal outlines a vague plan for completing the project.  -Proposal claims significance to the field and/or community but does not explain. |  | -Proposal is well written with all parts clearly explained. Idea originates from the student and the project is the student’s own design.  -Proposal shows creativity and originality.  -The proposal demonstrates a clear plan for completing the proposed project.  -Clear evidence of significance and contribution to the field is provided. |
| **Project Idea: Relevance to Course** | Vague relevance to the course. |  | Relevance to course is clear. Content consistently supports the relevance. |  | Relevance to course is clear. Supporting ideas maintain exceptional focus on the topic. |
| **Presentation Quality/ Group Presentation Skills** | Not every member of the team participated in the delivery of the presentation or the participation of one or two members was minimal. There is a clear inequity in the division of labor. There were a few rough transition areas where the members seemed unsure of the next speaker.  Tone: presenters were monotic for the duration of presentation  - Knowledgeable: presenters read directly from slides. |  | Each member of the team participated in the delivery of the presentation. However, there did not seem to be an equitable division of labor since some members had more delivery time than others. The flow from one speaker to the next was relatively smooth although there were a few minor transitional issues.  Tone: presenters attempted to engage the audience in their presentation.  Knowledgeable: presenters went beyond what is presented on the slides. |  | Each member of the team fully participated in the delivery of the presentation and there was an equitable division of labor. The flow of the presentation made it clear that team members had practiced not only their delivery but the transitions from one section to the next.  Tone: presenters engaged the audience in their presentation.  Knowledgeable: presenters shared personal experiences from the project. |
| **Technical Content** | There are some major misunderstandings of the technical content demonstrated by the description of concepts, skills, and tools. Presenters may have some understanding of the relevant materials but it is clear there are some significant knowledge shortcomings. |  | The presentation is mostly accurate in its description of concepts, skills, and tools. There may be some minor misunderstandings. However, the presenters demonstrate a general understanding of these areas. |  | The presentation accurately describes concepts, skills, and tools. It is clear that the presenters understand the content area. |
| **Global and Societal Impact** | Design project includes content/information that shows little or slight understanding of the impact in a global, economic, environmental, and social context. |  | Design project includes content/information that shows adequate understanding of impact in a global, economic, environmental, and social context. |  | Design project includes content/information that shows good understanding of impact in a global, economic, environmental, and social context. |
| **Time Management** | The group needed to hurry to finish on time. |  | The group manages time very effectively. However, students did not have time for questions and answers. |  | The group manages time very effectively. Students work within the parameters allocating time for questions and answers. |
| **Answering Questions** | Presenters answer most questions vaguely and inconclusively. Even when they may not know an answer they attempt to provide multiple answers in order to arrive at a correct one. |  | Presenters present clear mostly accurate answers to many of questions posed by the audience. They may attempt to answer question before acknowledging they do not know the answer to something. |  | Presenters provide clear and accurate answers to most questions posed by audience. However, they also readily admit when they do not have an answer to a particular question. |
| **Overall Quality** | Irrelevant, unnecessary information detracts. Big ideas are not  Specifically identified. There are  significant lapses in the order of ideas. Transitions are  inconsistent and weak or missing.  Closing demonstrates an attempt to  summarize. |  | Important ideas and information are  identified for the audience.  Information/ideas are presented in a logical sequence with few lapses. Transitions and connections are  made. Closing effectively  summarizes the presentation. |  | Information/ideas are  presented in a consistently logical  sequence. Transition/connections are eloquent. A strong sense of wholeness is conveyed. Conclusion  leaves the audience with a strong sense of closure. |