



DSA Scoring Rubric

STUDENT NAME: _____

INDUSTRY SECTOR: _____

JUDGE NAME: _____

Directions: This rubric is intended for use in evaluating the ROP student’s video content and presentation (not the filming or editing quality). Please do the following:

- Review the rubric before evaluating the presentations.
- Circle one numeric score and write in total column.
- Add all totals at bottom of sheet.
- Add comments (optional), sign and date.

Circle <u>one</u> numeric score	Above Standard 8 / 7	Standard 5 / 4	Below Standard 2 / 1	Total
Explanation of Ideas & Information	<ul style="list-style-type: none"> • Presents information, and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning • Selects information, develops ideas and uses a style appropriate to the purpose, task and audience 	<ul style="list-style-type: none"> • Presents information and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow • Attempts to select information, develop ideas and use a style appropriate to the purpose, task and audience but does not succeed 	<ul style="list-style-type: none"> • Does not present information, ideas, clearly, concisely and logically; audience cannot follow the line of reasoning • Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) 	
	Above Standard 8 / 7	Standard 5 / 4	Below Standard 2 / 1	Total
Organization	<ul style="list-style-type: none"> • Meets all requirements for what should be included in the presentation • Has a clear and interesting introduction and conclusion • Organizes time well; no part of the presentation too short or too long 	<ul style="list-style-type: none"> • Meets most of the requirements for what should be included in the presentation • Has an introduction and conclusion, but they may not be clear or capture the attention of the audience • Generally times presentation well, but may spend too much or too little time on a topic or idea 	<ul style="list-style-type: none"> • Does not meet requirements for what should be included in the presentation • Does not have an introduction and/or conclusion • Uses time poorly. The whole presentation, or a part of it, is too short or too long 	
	Above Standard 8 / 7	Standard 5 / 4	Below Standard 2 / 1	Total
Eyes & Body	<ul style="list-style-type: none"> • Keeps eye contact with audience most of the time; only glances at notes • Uses natural gestures and movements • Looks poised or confident • Wears clothing appropriate 	<ul style="list-style-type: none"> • Makes infrequent eye contact; reads notes most of the time • Uses a few gestures or movements but they do not look natural • Shows some poise and confidence, (only a little 	<ul style="list-style-type: none"> • Does not look at audience; reads notes or script • Does not use gestures or movements • Lacks poise and confidence (fidgets, slouches, appears nervous) 	

Circle <u>one</u> numeric score	Above Standard 8 / 7	Standard 5 / 4	Below Standard 2 / 1	Total
	for the occasion	fidgeting or nervous movement)	<ul style="list-style-type: none"> Wears clothing inappropriate for the occasion 	
Voice	<ul style="list-style-type: none"> Speaks clearly; not too quickly or slowly Speaks loudly enough for everyone to hear; changes tone and pace to maintain interest Rarely uses filler words Pronounces words clearly and can easily be heard 	<ul style="list-style-type: none"> Speaks clearly most of the time Speaks loudly enough for the audience to hear most of the time, but may speak in a monotone Occasionally uses filler words Attempts to adapt speech for the context and task but is unsuccessful or inconsistent 	<ul style="list-style-type: none"> Mumbles or speaks too quickly or slowing Speaks too softly to be understood Frequently uses “filler” words (“uh, um, so, and, like, etc.”) Does not adapt speech for the context and task 	
	Above Standard 8 / 7	Standard 5 / 4	Below Standard 2 / 1	Total
Skills Demonstrated	<ul style="list-style-type: none"> Skill demonstration is well done and is used to make presentation more interesting and meaningful * Used project, portfolio or worksite to demonstrate skills learned Smoothly incorporates skills demonstration into the presentation 	<ul style="list-style-type: none"> Skill demonstration is adequate but does not inspire engagement with the material Briefly used project, portfolio or worksite to demonstrate skills learned Sometimes has trouble incorporating skills demonstration smoothly into the presentation 	<ul style="list-style-type: none"> Does not include skill demonstration Attempts to demonstrate one or more skill but didn’t fully present mastery of skills Student didn’t address skills learned 	
	Above Standard 8 / 7	Standard 5 / 4	Below Standard 2 / 1	Total
Career Pathway/ Education Plans	<ul style="list-style-type: none"> Detailed knowledge of the relationship of ROP class to their career path and educational plans 	<ul style="list-style-type: none"> Demonstrates basic knowledge of the relationship of ROP classes for their career path and educational plans 	<ul style="list-style-type: none"> Demonstrates limited knowledge of the relationship of ROP class for their career path and education plans 	
Time Limit	<ul style="list-style-type: none"> Appropriate length- presentation stayed within 3– 5 minute time limit 	Yes 5	No 0	
Grand Total Points				

Adopted and modified from 2014 Buck Institute for Education

Comments:

Judge’s Signature: _____ Date: _____