

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

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

*Adopted and modified from 2014 Buck Institute for Education*

**Comments:**

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Judge’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_