

**How to score using this rubric.**

To score, start in the middle column; read all statements in column 3.

If **ALL** criteria in column 3 are met or exceeded, go to column 5.

Read column 5 for exemplary practice.

If none in column 5 are met, the score = 3.

If some in column 5 are met, the score = 4.

If all in column 5 are met, the score = 5.

If **SOME** or **NONE** of the criteria in column 3 are met, go to column 1.

If all criteria in column 1 are true, the score = 1.

If some criteria in column 1 are true, the score = 2.

Oral Presentation	Fail (0-7 points)		Pass (8-15 points)		Pass with Honors (16-20 points)
Final Score					

Comments
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Student Name \_\_\_\_\_

Scorer Name \_\_\_\_\_

Oral Presentation	Fail	Developing	Pass	Pass	Pass with Honors
	1	2	3	4	5
<p><b>Character &amp; Poise</b>  <i>Student demonstrates courage, responsibility, and gratitude in presentation. Clear, confident speech and strong eye-contact support the student's presentation.</i></p>	<p>The student fails to introduce family members and/ or shake hands with panel members. The student makes minimal eye contact, is unclear when speaking, and is barely audible. The student lacks ownership of ideas and/ or engagement in the process.</p>		<p>The student introduces family members and shakes hands with panel members. The student speaks clearly and with inflection, looks up frequently, and is audible. The student demonstrates ownership of ideas and engagement in the process.</p>		<p>The student introduces family members and shakes hands with panel members. The student speaks clearly, audibly, and with inflection and confidence. Maintains eye contact with panel. The student "owns the presentation" and shows gratitude to the panel for their time.</p>
<p><b>Metaphor</b>  <i>A student's unique and personal connection to their years at GCCS is expressed metaphorically with several examples and connections named.</i></p>	<p>The student makes some explanation of the metaphor. It lacks original creative thought or insight. The metaphor contains some references to personal experiences, illustrating one or two elements of the metaphor to details of their years at GCCS.</p>		<p>The student makes a clear explanation of the metaphor. It demonstrates evidence of original creative thought or insight. The metaphor contains references to personal experiences, illustrating at least three elements of the metaphor to specific details of their years at GCCS.</p>		<p>The student makes a clear, extended explanation of the metaphor. The metaphor demonstrates original, creative thought or insight. The metaphor contains references to personal experiences, illustrating more than three elements to specific details of their years at GCCS and woven throughout the presentation.</p>
<p><b>Content of Presentation</b>  <i>Curated work provides evidence of a reflective questioner, an articulate communicator, a critical thinker, and a skilled problem solver. Student work samples demonstrate complexity, craftsmanship, and authenticity; process of creating high quality work is explained.</i></p>	<p>The presentation includes some work that addresses the mission of GCCS, of varying degrees of quality. The presentation includes items from a few subjects. The student makes some specific statements about her own strengths and weaknesses, and might reflect on the process of creating high quality work. Character traits and design principles are absent from the process.</p>		<p>The presentation is organized around a few pieces of quality work that address the mission of GCCS. The presentation includes a variety of well-chosen items from a few subjects. The student makes specific statements about her own strengths and weaknesses, reflecting on the process of creating high quality work. Character traits and design principles may be named in the process.</p>		<p>The presentation is organized around high quality work that <u>meets</u> the mission of GCCS. The presentation includes a variety of well-chosen items across multiple subjects. The student makes insightful and specific statements about her own strengths and weaknesses, reflecting on the process of creating high quality work. Character traits and design principles are a natural part of the reflection process.</p>
<p><b>Oral Responses</b>  <i>Reflective and honest dialogue between the student and the panel reveals how well the student knows herself. Succinct yet descriptive answers help panel members understand the student's insights.</i></p>	<p>Student answers lack specificity. Some examples and details are provided, but might not include particular incidents or events. Student makes few connections and demonstrates limited awareness of self as a learner and community member.</p>		<p>Student responds to questions with answers that are specific. Examples and details are provided, some of which include memories or particular incidents or events. Student makes some connections and demonstrates awareness of self as a learner and community member.</p>		<p>Student responds to questions with answers that are thoughtful and specific. Examples and details are provided, many of which include memories of particular incidents or events. Student makes clear connections and demonstrates awareness of self as a leader, a learner and a community member.</p>

