|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Cultural Differences Presentation Rubric** | | | | |  |
|  |  |  |  |  |  |  |
| **Name:** |  |  | **Country:** |  |  |  |
|  |  |  |  |  |  |  |
| **Presentation Title:** |  |  | **Teacher:** |  |  |  |
|  |  |  |  |  |  |  |
| **Date of Presentation:** |  |  | **Title of Work:** |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **Points** | |  |  |  |
| **Criteria** |  |  |  |  | **Points Earned** |  |
|  |  |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** |  |  |
|  |  |  |  |  |  |  |
|  | Audience cannot | Audience has difficulty | Student presents | Student presents |  |  |
|  | understand | information in logical, |  |  |
|  | following presentation | information in logical |  |  |
| **Organization** | presentation because | interesting sequence |  |  |
| because student jumps | sequence which |  |  |
|  | there is no sequence of | which audience can |  |  |
|  | around. | audience can follow. |  |  |
|  | information. | follow. |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | Student is | Student is at ease with |  |  |  |
|  | Student does not have | uncomfortable with | content, but fails to | Student demonstrates |  |  |
|  | grasp of information; | information and is only | elaborate. | full knowledge (more |  |  |
| **Content Knowledge** | student cannot answer | able to answer |  | than required) with |  |  |
|  | questions about | rudimentary questions. |  | explanations and |  |  |
|  | subject. |  |  | elaboration. |  |  |
|  |  |  |  |  |  |  |
|  |  |  | Visuals related to text |  |  |  |
|  | Student used no visuals. | Student occasionally | and presentation. | Student used visuals to |  |  |
|  | used visuals that rarely |  |  |  |
| **Visuals** |  |  | reinforce screen text |  |  |
|  | support text and |  |  |  |
|  |  |  | and presentation. |  |  |
|  |  | presentation. |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Student's presentation | Presentation had three | Presentation has no | Presentation has no |  |  |
|  | had four or more | more than two |  |  |
| **Mechanics** | misspellings and/or | misspellings or |  |  |
| spelling errors and/or | misspellings and/or |  |  |
|  | grammatical errors. | grammatical errors. |  |  |
|  | grammatical errors. | grammatical errors. |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Student mumbles, | Student incorrectly |  |  |  |  |
|  | incorrectly pronounces |  | Student used a clear |  |  |
|  | pronounces terms. | Student's voice is clear. |  |  |
|  | terms, and speaks too | voice and correct, |  |  |
| **Delivery** | Audience members | Student pronounces |  |  |
| quietly for students in | precise pronunciation |  |  |
|  | have difficulty hearing | most words correctly. |  |  |
|  | the back of class to | of terms. |  |  |
|  | presentation. |  |  |  |
|  | hear. |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | **Total Points** |  |  |
|  |  |  |  |  |  |  |
| **Teacher Notes:** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |