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| **Activity 1.9 Design Innovation Rubric** |

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| **Elements** | **Weight** | **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 – 0 Points** | **Total** |
| **Content** |  | The information included is accurate and completely addresses each component of the assigned topic or research question*.* | The information included adequately addresses each component of the assigned topic or research question. | The information included inadequately addresses the assigned topic or research question. The information included is sometimes inaccurate. | The information included does not address the assigned topic or research. | There is no evidence of accurate content information. |  |
| **Organization** |  | The content has been organized using the appropriate method. The required information is easy to locate within the report. | The report content has been mostly organized using a logical sequence, but some flaws exist. The required information is generally easy to locate within the report. | The report content has been organized using a somewhat logical sequence. The presentation is sometimes confusing. | The report content is disorganized. The required information is difficult to locate within the report. | The report does not include evidence of organization. |  |
| **Delivery** |  | Effectively and creatively delivers the information while staying on topic and considering the audience. Excellent use of voice, posture, eye contact, gestures and pace. Interesting and vivid to hear. | Good delivery of information while staying on topic and considering the audience. Speaks clearly and confidently although may not demand attention or inspire interest. | Adequately delivers the information while staying on topic. Lack of confidence, appears nervous and fidgety. Marginal use of posture, eye contact, gestures, pace. Poor voice volume and intonation. | Delivers the information but does not stay on topic. Little consideration of audience. Uses incomplete sentences. Speaker appears anxious. Difficult to hear. | Little attempt is made to stay on topic. Does not consider audience. Presentation is difficult to follow and understand. |  |
| **Quality** |  | Effective use of templates or designs which make the slides visually appealing. Excellent use of high quality photographs, graphs, images, etc. that support and enhance the presentation. | Effective use of templates. Slides were somewhat appealing. Good use of photographs, graphs, and images, etc. that help to enhance the presentation. | Slides were somewhat appealing, but were not consistent. Some photographs, graphs, and images but may not enhance the presentation or support the content. | Ineffective use of templates. Few photographs, graphs or images or images are unrelated to content. | Slides were not effective or appealing. No use of pictures, graphs, and computer models. |  |
| **Readability** |  | All words and text are large, bold, and easy to read. Statements are brief and concise. No misspellings. Excellent grammar. | Most of the words and text are large, bold, and easy to read. Statements are brief and concise. One or two misspellings. Good grammar. | Some of the words and text are difficult to read. Statements are too long or are missing important elements. A few misspellings or grammatical mistakes. | Most of the words and text are difficult to read. Statements are too long. Presentation lacks detail. Several misspellings or poor grammar. | Text is insufficient to convey information in presentation. No detail. Consistent use of poor grammar or misspelled words. |  |
| **Timing** |  |  |  | Presentation lasted three to five minutes. | Presentation did not adhere to timeframe but lasted more than one minute. | Presentation lasted less than one minute. |  |