

Score	0	1	2	3	4	5
<b>Body Movement</b>	Student moves without purpose CONSTANTLY. This includes rocking one's body, fidgeting, and nervous pacing.	Student moves without purpose most of the time. This includes rocking one's body, fidgeting, and nervous pacing.	Student moves without purpose frequently. This includes rocking one's body, fidgeting, and nervous pacing.	Student moves without purpose sometimes. This includes rocking one's body, fidgeting, and nervous pacing.	Student moves without purpose occasionally. This includes rocking one's body, fidgeting, and nervous pacing. Body language is generally loose and confident.	Student moves without purpose almost NEVER. This means NO rocking one's body, NO fidgeting, and NO nervous pacing. Body language is loose and confident.
<b>Eye Contact</b>	Student makes absolutely no eye contact with his/her audience.	Student glances quickly at his/her audience once or twice throughout the entire presentation. Student only looks at one or two audience members or audience areas.	Student glances at his/her audience a few times through the presentation. Eye contact is very short and unconfident. Student only looks at one or two audience members or audience areas.	Student makes solid, confident eye contact several times with more than 2 audience members or more than 2 audience areas.	Student makes solid, confident eye contact with different areas of the audience during the presentation.	Student makes solid, confident eye contact with different areas of the audience during the presentation. Student does not focus on one area or person for too long, but does a good job of spreading eye contact evenly.
<b>Voice</b>	Student speaks too quickly or hesitates while speaking. Student speaks so quietly <b>no one</b> can hear him/her.	Student speaks too quickly or hesitates while speaking most of the time. Student speaks too quietly for most of the audience to hear him/her.	Student speaks too quickly or hesitates frequently. Student speaks too quietly for most of the audience to hear him/her.	Student speaks too quickly or hesitates sometimes. Student speaks too quietly for some of the audience to hear him/her some of the time.	Student rarely speaks too quickly and rarely hesitates while speaking. Student speaks loud enough for almost everyone to hear.	Student almost NEVER speaks too quickly and rarely hesitates while speaking. Student sounds sure of himself/herself, and sounds like he/she knows what he/she is talking about. Student speaks loud enough for everyone to hear.

<b>Reading</b>	Student reads entire presentation either from poster or from notes.	Student reads almost all of the presentation either from poster or from notes.	Student reads most of the presentation either from poster or from notes.	Student reads about half or more of the presentation either from poster or from notes.	Student reads off the poster or from notes occasionally. Student for the most part does not need to read and sounds sure of what he/she is saying.	Student only quickly glances at poster or notes to remind himself/herself or does not read at all. Student has memorized his/her presentation. Student sounds very sure of what he/she is saying.
<b>Pacing</b>	Student's presentation was much too long or much too short. There was no flow to the presentation; it went too fast or it dragged and sounded unprepared/uncertain.	Student's presentation was either too long or too short. There wasn't much of a flow to the presentation; it went too fast or it dragged or sounded unprepared/uncertain.	Student's presentation was either too long or too short. There were spurts where the presentation seemed to flow, but most of the time it was too fast or it dragged.	Student's presentation was the correct amount of time. Half the time or more, the presentation flowed well. There were times it was too fast or dragged.	Student's presentation was the correct amount of time. The presentation flowed the majority of the time, with hardly any fast or slow spots. It is obvious the student spent a significant amount of time preparing.	Student's presentation was the correct amount of time. The presentation flowed very well. It is obvious the student is well-prepared. The student sounds confident and knowledgeable about the topic.

Notes: