**Distance Sensor Group Presentation Rubric**

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| Category |  4 |  3 |  2 |  1 |
| Introduction of Idea/Product(Spokesperson) | Very enthusiastic introducing the topic to begin presentation. Provides clear purpose of the product | Most of the time enthusiastic introducing the topic to begin presentation. Has a somewhat clear purpose of the product  | Somewhat enthusiastic introducing the topic to begin presentation. Has a limited presentation of the purpose of the product. | Is not enthusiastic and/or does not present the purpose of the product |
| Content and Engineering Design Ideas( Design Presenter) | Demonstrates full knowledge of how all constraints were addressed. Shows full understanding of packaging.  | Has some knowledge of how constraints were addressed. Shows understanding of most packaging components. | Minimal knowledge of how constraints were addressed. Minimal understanding of packaging.  | Does not have knowledge of how constraints were addressed. Does not know what materials were used.  |
| Product in Action (Demo Person) |  Student shows full knowledge on how the sensor and microcontroller are functioning during demo. | Most of the time student shows knowledge on how the sensor and microcontroller are functioning during demo. | Sometimes student shows knowledge on how the sensor and microcontroller are functioning during demo. | Knowledge of sensors and microcontroller is not clear. Student does not show understanding during demo. |
| Audience Question/Answer (Question Guru) | Ensures the group provides complete and clear answers to all questions. Always suggests ideas of where to find answers  | Most of the time ensures the group provides complete and clear answers to all questions. Most of the time suggests ideas of where to find answers  | Limited answers to all questions. Seldom suggests ideas of where to find answers.  | Incomplete answers or does not suggest ideas of where to find answers. |

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| Category |  4 |  3 |  2 |  1 |
|  Speaks  Clearly | All members speak very clearly. Very easy for the audience to understand. | Most of the time members speak clearly. Easy for the audience to understand. | Sometimes members do not speak clearly. Sometimes easy for the audience to understand. | Members do not speak clearly. Difficult for the audience to understand. |
| Member Participation | All 4 members participate for an equal amount of time.  | 3 of 4 members get equal participation time.  | 2 of 4 members get equal participation time | Only one member talks during the presentation. |
|  Content Vocabulary | All members pronounce and use content vocabulary when presenting ideas. | Most members pronounce and use content vocabulary when presenting ideas. | Some members pronounce and use content vocabulary when presenting ideas. | Members did not pronounce and/or use content vocabulary when presenting ideas. |
| Body Language and Eye Contact | All members make eye contact with the audience and position their body facing the audience. | Most members make eye contact with the audience and position their body facing the audience. | Some members make eye contact with the audience and position their body facing the audience. | Members do not make eye contact with the audience and position their body facing the audience. |

 **TEACHER COMMENTS:**