**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:**