

2008 Program Impact Assessment - Judges Rubric

School Name:
Booth #:

Confirmed by:

Directions: Based on the presentation provided by the students, give a rating for each category. Evidence will be found within the presentation by the use of their booth design, binders, posters or information obtained by the Question/Answer Session after the presentation.

Category	Evidence	Rating (1-4) / Notes
Community Involvement & Collaboration	4. Serving or fulfilling needs within the community. Students are working as an "equal partner" with the community to deliver quality service.	
	3. Multiple community projects. Various, multiple and mature relationships with community partners are helping the students to identify needs and possibilities.	
	2. Reaching out to the community to define needs. Currently in the beginning stages of developing project ideas. No well-established relationships with community partners.	
	1. An awareness of projects that show the interest of the students but no relationship has been established or developed yet. The projects are not solving any defined problems.	
Teamwork	4. Teams are self sufficient and they function as one unit. Individuals within the team interact dynamically, interdependently and adaptively to achieve specified, shared and valued objectives.	
	3. Students are actively involved in diverse groups and teams (in terms of skill sets and social groups).	
	2. Teams within the program are created out of convenience. They are not diverse or purpose driven.	
	1. There are predominantly independent, individual projects within the program.	
Critical Thinking & Problem Solving	4. Actively reflecting on outcomes, making changes, and evaluating the appropriateness of action taken.	
	3. Implementing solutions (taking risks) to identify realistic possibilities	
	2. Considering options and researching solutions.	
	1. Able to identify obstacles or problems but unable to provide solutions and strategies.	
Self Direction	4. Students act on their own initiative. They revise, exceed, lead and facilitate others.	
	3. Students take risks, are confident, mature and developing their independence.	
	2. Students recognize and have realization of their ability or responsibility.	
	1. Students are teacher dependent or driven. They may ask permission before acting.	

2008 Program Impact Assessment - Judges Rubric Presentation

Directions: Based on the students presentation and answers during the Question and Answer time, rate the level of skill and professionalism the students exhibit while you are visiting their booth.

Delivery - Eye contact, speech tone/inflection/volume, professional dress, and poise

Visual Aides - Use of powerpoint, video or materials within their booth (posters, brochures, etc.)

Pace - Steady, well rehearsed delivery with a pause at appropriate times. The presentation flows and presenters are sensitive to the audience.

Category	Evidence	Rating (1-4) / Notes
Presenters and Q & A Session	4. Informative and conversational presentation. Students engaged the judges and used a smooth presenter transition. Thorough response to questions. Natural Delivery	
	3. Presenters were able to improvise. Rehearsed presentation with a balance of content and use of appropriate pace. Satisfactory response to questions. Smooth or rehearsed delivery.	
	2. Presenters relied on visual aides for majority of content. There is an irregular quality of pace and they have an inability to improvise. Nervous delivery.	
	1. Presenters read from the note cards or visual aides. The presentation was not well rehearsed. Poor delivery.	