**Genius Hour Project Presentation—Rubric**

**Name:**

**Project Title:**

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|  | **15** | **10** | **5** |
| **Preparation for Presentation** | Student was clearly prepared for his/her presentation. He/she came to class with all of the materials needed for presentation and used written notes to help guide the presentation (not just reading notes). He/she had a clear plan and executed it well. | Student was somewhat prepared for the presentation. He/she had some of the materials, only read from the notes and made no eye contact with audience, appeared to have minimal planning but execution was not well done. | Student was clearly not prepared for the presentation. Some or all necessary materials needed for the presentation were missing. No notes were prepared. There was no plan for the presentation, and it was not made clear. |
| **Clarity** | The purpose and direction of the student’s project is made clear and evident through the presentation – from title to conclusion. If the project changed course over time, the student discusses how that process evolved and what was learned from that experience. | The purpose and direction of the student’s project is somewhat vague. The project may have changed over time without clear  explanation. It is unclear to the students and the audience what the purpose of the project is. | The students’ project has little or no clear direction and/or is vaguely described in their presentation. The project changed for no clear reason. The purpose for the project was not made clear in the presentation. |
| **Research** | Student shares evidence of deep research using multiple sources to acquire the information necessary to move forward with the project. Student based product on the quality evidence retrieved, not on personal thoughts and feelings. Student attributes information to the appropriate source in writing and does not take credit for the information of others. | Student shares evidence of some research using at least one source to acquire the information necessary to move forward with the project. Student based the product mostly on evidence retrieved but some on personal thoughts and feelings. Student did not supply complete attribution to sources used. | Student used little to no evidence from research. Student based the product mostly on personal thoughts and feelings. Student did not supply attribution for sources used. |
| **What Worked** | Student showed they were thoughtfully engaged in the learning process by discussing in detail what went well over the course of their project. | The student may have been somewhat aware of what went well over the course of their project but didn’t discuss how this played into the development of their project. | The student either wasn’t aware of what worked during the project, or he/she did not articulate it at all. |
| **What Didn’t Work** | Student showed they were thoughtfully engaged in the learning process by discussing in detail what did not go well over the course of their project. | The student may have been somewhat aware of what did not go well over the course of their project but didn’t discuss how this played into the development of their project. | The student either wasn’t aware of what didn’t work during the project, or they did not articulate it at all. |
| **Reflection** | Student clearly articulated what he/she learned over the course of the project - not only in terms of content, but also what they learned about themselves in the process. | While there was some reflection on what he/she learned, student was vague in the explanation. He/she was unsure what was learned about him/herself in the process. | The students clearly did not reflect on his/her learning experience. This was made evident through their presentation lacking this step. |
| **Product** | Student’s Genius Hour Project yielded some sort of product, skill or knowledge that was somehow presented to the class during the presentation. | The student’s Genius Hour Project yielded some sort of product, skill, or knowledge that was presented, although it was not completed with the depth that it could have been. | The student has little or nothing to show for the project. There is no concrete product, skill, or knowledge that was presented. |
| **Conclusion** | Student gave the audience the inspiration to change their thinking or their actions. | The student ended with an interesting conclusion, but did not present the audience with a change in thought or action. | The student has little or no conclusion. |
| **Creativity** (of project) | The project was unique and developed by the student to fit his/her needs and desires. | The project was somewhat creative, but was not really developed in a way that made sense. | The project was unoriginal and was not developed by the student in a way that made sense for their educational needs and desires. |
| **Creativity** (of presentation) | Student presented the project in a creative and interesting manner. | Students presented the project in a way that was only somewhat creative and interesting. | Student presented the project in an uninteresting and clearly uncreative way. |
| **Time** | About 5-7 minutes long | 2 minutes over or under the required 5-7 min. | Too short or too long |
| **Presentation Skills:**  Poise, voice, life, eye contact, gestures, speed | Speaker appears calm and confident, projects voice with dynamic expression, uses constant eye contact and intentional gestures. Speaker speaks with perfect pacing. | Speaker appears calm with few distractions; voice can be heard throughout room; speaks in conversational style, uses some eye contact and random gestures, not too fast or too slow. | Speaker has many distracting behaviors; voice cannot be heard; read words from board or cards, few to no gestures; too fast or two slow. |
| **Habits of the Mind** | **(20 pts)**  Student successfully demonstrated all habits of mind – goal setting, time management, organization, growth mindset, grit, effort, and personal responsibility – or learned from mistakes made. Student completed self-evaluation thoughtfully and honestly. | **(15 pts)**  Student demonstrated most habits of mind and/or learned some from mistakes made. Student completed self-evaluation thoughtfully and honestly. | **(5 pts)**  Student demonstrated very few habits of mind and repeated mistakes. Student did not complete self-evaluation or did not complete thoughtfully or honestly. |

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| The rubric details all that you will need to talk about for your live presentation. You will want to script this so that it goes smoothly and you know what you are talking about. |

**Total Points: \_\_\_\_\_\_\_/200**