ThinkCERCA™

Social Entrepreneurship Contest
EVALUATION CRITERIA

NAME: _____

DATE: _____

	BEGINNING	DEVELOPING	MASTERY
CLAIM/ COUNTERCLAIM	• Student does not introduce a topic for the presentation.	• Student introduces a topic for the presentation, but the subject is not clear.	• Student introduces a topic or text clearly for the presentation. • Student demonstrates mastery level of achievement.
EVIDENCE	• Student does not provide facts and details to support the reasoning.	• Student provides some facts and details that support the reasoning, but some reasons are not supported by the information.	• Student provides facts and details that support the reasoning. • Student demonstrates mastery level of achievement.
REASONING	• Student does not group related ideas. • Student does not include multimedia in order to aid comprehension.	• Student groups some related ideas, but the order is not logical and the organization does not fully support the presentation. • Student misses some opportunities to include multimedia as an aid to comprehension.	• Student creates an organizational structure in which related ideas are logically ordered and grouped to support the presentation. • Student includes multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Student demonstrates mastery level of achievement.
CONCLUSION	• Student does not attempt to provide a concluding statement or section that is related to the opinion presented.	• Student provides a concluding statement or section, but it may not be closely related to the opinion presented. • The concluding statement or section may be mechanical or simply repetitious.	• Student provides a concluding statement or section related to the opinion presented. • The concluding statement or section concisely captures the student's presentation without merely repeating it. • Student demonstrates mastery level of achievement.
AUDIENCE-APPROPRIATE LANGUAGE	• Student does not use multimedia and visual displays (textual, graphical, audio, visual, and interactive elements) into the presentation in ways that add interest for the audience. • Student does not adapt speech in a manner that is appropriate for the task or context. • Student uses very little grade-appropriate general academic and domain-specific vocabulary, with many inaccuracies.	• Student uses multimedia and visual displays (textual, graphical, audio, visual, and interactive elements) into the presentation in limited ways that add some interest for the audience. • Student adapts speech in a manner that is somewhat appropriate for the task and/or context, but with inconsistencies. • Student uses some grade-appropriate general academic and domain-specific vocabulary, with some inaccuracies.	• Student uses multimedia and visual displays (textual, graphical, audio, visual, and interactive elements) into the presentation in ways that add interest for the audience. • Student adapts speech in a manner that is appropriate for the task and context. • Student accurately uses grade-appropriate general academic and domain-specific vocabulary. • Student demonstrates mastery level of achievement.
CONVENTIONS OF ENGLISH	• Student demonstrates little or no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	• Student demonstrates a partial command of the conventions of standard English grammar and usage.	• Student demonstrates a skillful command of the conventions of standard English grammar and usage. • Student demonstrates mastery level of achievement.