Special Properties of Water
MIT Blossoms Project Based Learning : Lightning Talk Presentation Rubrics
Adapted from Project Rubrics. PBL Works. Buck Institute for Education, pblworks.org.

Title of Presentation: _____ Date: _____

Student Names: _____

General Project Requirements			
	Exceeded Expectations **4**	**Successfully Met Expectations** **3**	**Approached Expectations** **2**	**Did not meet Expectations** **1**
Topic	Topic connected to water with one or more of its special properties. Topic is timely, original, unique, valuable and generates high interest. Topic is exceptionally timely, original, and generates a high level of interest. Offers a practical solution to a problem.	Topic addressed a relevant topic around a question related to water which incorporated at least one of its special properties.	Topic addressed a topic indirectly (or not at all) related to water. The topic was not relevant to the project. Addressed topic around water which did not incorporate at least one of water's special properties.	
Content	Connections of water's special property(s) to the topic were clear, but some connections were not obvious or predictable adding to the interest level. A clear explanation for the chemical or molecular basis was included and offered a unique perspective. Accurate and thorough content information. Presented follow-up questions which foster curiosity, leading to new questions.	Connection or application of the property(s) to the presentation topic was clear. A clear explanation for the chemical or molecular basis was included. Mostly accurate and thorough content information. Follow-up questions to gain understanding.	Incorporated one of water's unique properties but the connection between the properties of water and the topic was not clear or inaccurate. The chemical/ molecular basis for the property of water was not clear. Content in slides was confusing. Audience had to "search" for story. Follow-up questions given.	Addressed an irrelevant topic around water which may or may not incorporate at least one of its unique and special properties. Missing connection between properties of water and topic. Omitted chemical/ molecular basis. Inaccurate or incomplete information. Did not offer follow-up questions.
Slides	Sufficient number of slides (no more than 10) in a logical sequence. Included an introduction and conclusion. Incorporated additonal and enhancing aids (such as a brief demo.)	Sufficient number of slides (no more than 10) with mostly logical sequence. Included an introduction and conclusion.	Excessive number of slides. Slides were repetitive; without logical sequence. Lacked an appropriate number of slides. Lacked an introduction and/or conclusion.	
Time	Well-timed (not over 10 minutes). Appropriate amount of time devoted to each slide.		Poorly timed: too short or too long on one aspect.	Too short or too long for topic.

Criteria	Level 1	Level 2	Level 3	Level 4
Effective use of Visuals	Images and text were clearly planned. Images enhanced topic and added interest. Images told the story very well, they stood on their own, in a way where the narrative could be minimized ...*"a picture is worth a thousand words."* Incorporated unique visuals (video, animations).		Images and text seemed planned and thought out but was confusing at times. At times the image selection did little to enhance the topic.	Slides often lacked appropriate images and/or text. Images and/or text were confusing and did not enhance the topic.
Presentation of Content	Speakers were clearly prepared and had an excellent command of the content -- able to present the information in a complete and accurate manner Information was presented in a manner that didn't feel rehearsed or scripted. Speakers knew the material well enough to deviate from the transcript but stay on-track.	Speakers were clearly prepared; excellent command of the content; accurate and clear. Speakers knew the transcript, the slides, and stayed on track.	Speakers were not well prepared and thus at times revealed a lack of knowledge regarding the content. Presenters read presentation and not familiar with the slides. At times words were mispronounced or phrases were misspoken.	Speakers were not well prepared; lacked content knowledge. Presenters read from a script or note cards. Presenters appeared to be seeing the slides for the first time. Words were often mispronounced and phrases were misspoken.
Public Speaking Skills	Speakers kept appropriate eye contact with the audience. Speakers were poised, confident and well-paced. Spoke clearly and audibly. Changes to tone and pace maintained interest, emphasized information, and were used to display a passion for the topic.	Speakers kept appropriate eye contact with the audience. Speakers were poised and confident, well-paced. Clear and audible.	Speakers made infrequent eye contact with the audience. Pace of the presentation was rushed or too slow in places. Spoke clearly most of the time and audible most of the time, but spoke in a monotone voice.	Speaker did not look at the audience; read notes or slides. Lacked poise and confidence (fidgets, slouches, nervous). Mumbles/speaks too quick, slow or soft. Uses "um" or "uh" or "like" often.
Team Participation	All team members participated for about the same length of time. Team members had each other's backs. They could "jump in" to help make a point without sharp interruption or change to the flow of the presentation. All team members had a command of the material and were able to answer questions about the topic as a team, not just their part of it in the presentation.		All team members participated but not equally. Only some team members answered questions about the topic.	Not all team members participated; only one or two spoke or seemed to have a command of the material.
Transcript and Resources	Submitted a complete presentation transcript prior to the presentation, including proper citations for content and images. Offered unique sources of information (i.e. adult expert, community member, literature). Included useful & enhancing annotatio	A completed presentation transcript was submitted prior to the presentation Transcript included proper citations for researched content and images.	A presentation transcript was incomplete. Transcript lacked citations for content or images. Transcript was submitted after the fact.	