**Hydroponics System Design--Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| Coverage of  the Topic | Details capture the important  information about the topic and increase the  audience’s  understanding. | Details include  important information but the audience may need more information to  understand fully. | Details relate to the topic, but are too general or incomplete. The  audience needs  more information to understand. | Details have little or nothing to do with main topic. |
| Use of  Graphics | All graphics are  related to the topic and make presentation easier to understand. | All graphics are  related to the topic and most make presentation  easier to understand. | All graphics relate to the topic. | Graphics do not  relate to the topic. |
| Organization | Information is very organized with clear titles and subheadings. | Information is  organized with titles and subheadings. | Information is  organized, but titles and subheadings  are missing or do not help the reader understand. | The information  appears to be  disorganized. |
| Layout and  Design | All information can be easily viewed and identified from 6 ft. away. | Most of the  information is easily viewed and identified from 6 ft. away | Most of the  information is easily viewed and identified from 4 ft. away | Much of the  information is unclear or  too small. |
| Sources | All sources  (information and  graphics) are  accurately  documented. | All sources  (information and  graphics) are  accurately  documented, but  there are a few  errors in the format. | All sources  (information and  graphics) are  documented, but  information is  incomplete or many are not in the desired format. | Some sources are  not accurately  documented. |
| Mechanics | No grammatical,  Spelling, or  punctuation errors. | Almost no  grammatical,  spelling, or  punctuation errors that do not interfere with flow of presentation | A few grammatical,  spelling, or  punctuation errors that have a minor effect on flow of presentation | Many grammatical,  spelling, or  punctuation errors that interfere with flow of presentation |
| Presentation | Presentation was appropriate length, did not seem hurried or too slow. Presenters spoke clearly and established eye contact with audience. | Presentation was appropriate length, but seemed slightly hurried or too slow. Presenters spoke clearly most of the time and established eye contact with  audience. | Presentation was appropriate length, but seemed very hurried or too slow. Presenters spoke clearly some of the time and/or established little eye contact with audience. | Presentation  was too long or too short. Presenters did not speak clearly most of the  time and established little eye contact with audience. |