

4-H State Congress PowerPoint (Senior-Visual) Rubric

| Concept | Exceptional (4) | Good (3) | Adequate (2) | Novice (1) |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction | <p>Exceptional integration of the 4-H's speech and introductory slides.</p> <p>Very confident in delivery. Frequent eye contact. Good diction. Well rehearsed.</p> | <p>Good use of integrating the speech and introductory slides.</p> <p>Confident in delivery Good eye contact. Clear diction. Quite well rehearsed</p> | <p>Makes an effort to incorporate the speech and the introductory slides.</p> <p>Makes occasional reference to notes. Adequate eye contact. Diction is understandable Some evidence of practice.</p> | <p>Heavy use of notes, little incorporation of speech and notes.</p> <p>Poor eye contact. Diction is hard to follow. Little evidence of practice.</p> |
| Presenter | <p>Presenter is well dressed.</p> <p>No cap, shirt is tucked in, etc. Presenter looks as though they could be interviewing for a student job.</p> <p>Good posture. Hands by their side or resting lightly on the dais. Limited rocking/twitching.</p> | <p>Presenter is dressed appropriately.</p> <p>No cap, shirt may or may not be tucked, look like they might be going to school or hanging out with friends.</p> <p>Nice posture. Limited hand movements. Some rocking/twitching.</p> | <p>Presenter does not adhere to the dress policy but is passable.</p> <p>Slouchy Posture. Resting on dais. Good amount of rocking/twitching.</p> | <p>Presenter does not adhere to dress policy nor do they appear to know or care about said policy.</p> <p>Poor Posture. Lounging or leaning on dais. Purposeless movement that is distracting to the audience.</p> |
| Layout of Presentation | <p>Layout is very creative and visually appealing, appropriate to the message, & uses heading, sub-headings, white-space effectively.</p> <p>Fonts, colors, background themes are consistent and work together to create an overall impression.</p> <p>Easy readability. Sans serif font.</p> | <p>Layout is creative & visually appealing, appropriate to the message and uses heading, sub-heading, & white-space appropriately.</p> <p>Fonts, colors, & background themes are relatively consistent and do not take away from the overall impression.</p> <p>Easy readability. Sans serif font.</p> | <p>Layout is appropriate to the message but heading, sub-headings are not always in logical sequence. White space is too cluttered/too empty.</p> <p>Fonts, colors, & background themes are somewhat consistent, not overly distracting.</p> <p>Easy to read although there may be too much/too little text. Sans serif font</p> | <p>Layout lacks visual appeal and is somewhat unstructured or confusing. Heading & subheading are obtuse. White space is not used effectively and/or it is too cluttered/too empty.</p> <p>Fonts, colors, & backgrounds are not consistent and take away from the overall presentation.</p> <p>Difficult to read. Multiple font sizes and styles.</p> |
| Graphics (Clipart/Photos/WordArt) | <p>Graphics are appropriate to the presentation and help to convey the essence of the presentation</p> <p>Graphics are placed appropriately on the slide and are purposeful (ie. They're not on there just to fill up space.)</p> <p>Graphics are easily seen (especially photos) and there is a visual theme.</p> | <p>Graphics are mostly appropriate to presentation and overall work to enhance the presentation.</p> <p>Graphics are for the most part placed appropriately and do not distract to the overall message.</p> <p>Graphics are easily seen. They are the proper size/resolution.</p> | <p>Some use of graphics but they do not always work to enhance the presentation.</p> <p>Graphics are reasonably laid out on the slide but in some instances their layout takes away from the presentation.</p> <p>Graphics are for the most part easy to see. Some are irregularly sized, cropped oddly, or stretched so that the resolution is off.</p> | <p>Very few graphics or graphics that do not "fit" the overall message of the presentation, irrelevant or excessive.</p> <p>Graphics are difficult to see or their placement makes no sense on the slide. Takes away from the presentation's meaning.</p> |
| Animations/Transitions | <p>Animations are consistent and limited to no more than 2 types in the presentation (One type of transition for slides/one for animations). Animations/Transitions work to create an overall theme that helps the audience understand concepts.</p> <p>Animations do not distract from the overall flow of the message and it is apparent that the presenter is comfortable using transitions in the presentation.</p> | <p>Animations/Transitions work to help the audience understand the flow of content but are somewhat choppy (ie., you notice them at times more than the presenter).</p> <p>Animations/Transitions do not distract from the overall flow of the message. Presenter is comfortable with their speech and accompanying animations/transitions.</p> | <p>Some of the animations/transactions are distracting. They are often unrelated to content, there is too much on the slide, distract from text or presenter, etc.</p> <p>Does not appear that the presenter is comfortable with the animations and transitions. The speech and the presentation are somewhat disjointed.</p> | <p>Much on the transition/animations is distracting or unrelated to the content. They do nothing to further the flow of the presentation and may even confuse the audience.</p> <p>It is apparent that very little has been done to practice with the transitions/animations and the presenter becomes secondary to the animations/transitions.</p> |

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| Content | <p>Content is relative to the presenters' age and interest. The presenter is comfortable with the subject matter and can respond easily to questions.</p> <p>The content is accurate and reflects necessary research on the part of the presenter. The information is presented in a logical and progressive manner.</p> <p>The content is written clearly and concisely (7x7 rule) with no spelling or grammatical errors.</p> | <p>Content is appropriate to the presenter's age and for the most part the presenter appears comfortable with the information.</p> <p>The content is accurate and reflects some research on the part of the presenter. Information is presented in a logically progressive manner.</p> <p>The content is written clearly and concisely (attempts to adhere to the 7x7 rule) with only a few grammar and spelling errors.</p> | <p>Content is for the most part appropriate to the presenter's age although there is some evidence of outside influence. The presenter is accurate on most facts but does seem uncomfortable with the overall message.</p> <p>Content is adequate but could be extended more if the presenter had researched the topic more.</p> <p>Content is somewhat vague and lacks an overall sense of purpose. Grammar and spelling errors are noticeable.</p> | <p>Content is word for word from their 4-H project book/websites/etc., or is very poorly developed. Information is often inaccurate and the presenter does not appear to have a good grasp of the subject matter.</p> <p>Very little research is apparent in the development of the slides. Content is vague and does not follow a logical sequence.</p> <p>Grammar and spelling errors are noticeable to the point of distraction.</p> |
| Conclusion | <p>Conclusion is strong and sums up the main ideas of the presentation. Ties up all loose end and leaves the audience with a directive of what to do with the information presented.</p> <p>Any citations are listed on a separate reference slide. Presenter allows for audience (judges) questions.</p> | <p>Conclusion sums up the main ideas of the presentation nicely and the audience is not left hanging.</p> <p>Any citations are listed on a separate reference slide. Presenter allows for audience (judges) questioning.</p> | <p>Conclusion sums up the presenters thoughts but not necessarily the main ideas of the presentation. Audience is not quite sure what to do with the information presented – left hanging.</p> <p>Citations are listed separately on a reference slide. Presenter may or may not allow for audience (judges) questions.</p> | <p>Conclusion does not sum up main points or is abrupt (The End). Audience has no idea what the main points were or what to do with the information.</p> <p>Citations are not listed separately and/or the presenter has trouble verifying information during questioning.</p> |
| Technical Abilities | <p>The presenter is able to bring the PowerPoint up into presentation view and navigate successfully through the slides. They can move back to previous slides if need be and jump slides should they need to.</p> <p>Are able to engage with the audience not the smartboard.</p> <p>Can exit the PowerPoint program fluidly.</p> | <p>The presenter is able to bring the PowerPoint up into presentation view and navigate succinctly through the slides.</p> <p>Marginally turns back to audience when using the smartboard.</p> <p>Can exit the PowerPoint program fluidly.</p> | <p>The presenter is able to bring the PowerPoint up into presentation view and navigate succinctly through the slides with only some problems (ie., not sure how to bring it into presentation view, starts presenting with it in normal view, etc.).</p> <p>Spends considerable time with back to audience facing smartboard.</p> <p>Needs to be reminded to exit program.</p> | <p>Considerable difficulties launching the presentation may require the help of contest coordinator. Difficulty in navigating the slides (jumping around, going too far forward or backward).</p> <p>Engaged with the smartboard not the audience.</p> <p>Cannot exit the program.</p> |
| Time Management | <p>Able to convey the crux of their argument within the 3-5 minute time limit in a manner that is logical, concise, and purposeful.</p> | <p>Able to convey a meaningful message within the 3-5 minute timeline.</p> | <p>Message is acceptable but the presenter take a little too much time or not enough (fall short of the 3 minute mark or go over 5 minutes)</p> | <p>Message is vague and the presenter cannot bring it into focus in the time allotted. (Falls well short of the 3 minute mark or greatly exceeds the 5 minute mark).</p> |