

## Team Presentation of Future City Design and Model Rubric Score Sheet Guide

Criteria	0 (points)	2 (points)	4 (points)	6 (points)	8 (points)	10 (points)
<b>1. Knowledge (50 points)</b>						
<p><b>(a) Presentation Organization</b> Clear introduction, body, and conclusion. Body of information logically organized with supporting statements and transitions between elements.</p>	<p>Little information. Disorganized. Ran out of time or no conclusion.</p>	<p>Somewhat informative. Information tended to be just listed items with little explanation or transition. Intro, body, conclusion somewhat unclear.</p>	<p>Fair amount of information and generally good organization of that information.</p>	<p>Appropriate amount of information and generally good organization of that information.</p>	<p>Clearly organized with transitions between subjects. Broad range of information but could use more details.</p>	<p>Extremely well organized. Very broad range of information with supporting details. Appropriate conclusion.</p>
<p><b>(b) Presentation Content (General)</b> Should cover: Benefits/aesthetics of city, including any innovation in areas such as transportation, energy production, and waste or pollution control.</p>	<p>No city benefits or aesthetics mentioned.</p>	<p>Few benefits or aesthetics mentioned. Little explanation. No innovation.</p>	<p>Some benefits or aesthetics in a few areas of the city explained. Not much innovation.</p>	<p>Many benefits and aesthetics in several areas of the city explained. Some innovation.</p>	<p>Many benefits and aesthetics in several areas of the city explained. Fairly high level of innovation.</p>	<p>Highly innovative benefits and aesthetics throughout the city are explained in detail.</p>
<p><b>(c) Knowledge of essay topic and other program components.</b> Discusses essay topic and solution. Does the presentation discuss any of these elements? Do the students display knowledge and understanding of other competition components (computer city design, model building, and city abstract)?</p>	<p>No discussion of essay topic.</p>	<p>Briefly mentions essay topic in general.</p>	<p>Briefly discusses essay topic and solution. No real supporting facts. Briefly mentions other program components.</p>	<p>Discusses the essay topic and solution. Some supporting facts. Solution is adequate, but not innovative or futuristic. Some knowledge of other program components.</p>	<p>Discusses the essay topic and solution. Good supporting facts. Solution is somewhat innovative. Knowledge of all program components.</p>	<p>Discusses the essay topic and solution. Good supporting facts. Solution is original and innovative. Extensive knowledge of all program components.</p>

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<p><b>(d) Knowledge of engineering and engineering concepts/principles.</b> Displays knowledge and understanding of engineering and engineering concepts such as: problem definition, constraints, solutions, and testing.</p>	No discussion of engineering.	Mentions engineering. Presents no knowledge of engineering concepts.	Briefly discusses engineers and engineering. Presents no knowledge of engineering concepts.	Discusses engineering and presents some knowledge of engineering concepts/process.	Discusses engineering and presents good knowledge of engineering concepts/process. Evidence that engineering process used for at least part of the project.	Presents good knowledge of engineering and engineering concepts/process. Evidence that good engineering process used throughout the project.
<p><b>(e) Questions and Answers</b> Answers questions accurately with supporting facts. Answers confidently.</p>	Unable to answer questions accurately.	Answers a few questions accurately. No supporting facts.	Answers a majority of the questions accurately, but not many supporting facts.	Answers most of the questions accurately. Some supporting facts.	Answers all of the questions accurately with some supporting detail.	Fully, accurately and confidently answers all of the questions.
<b>2. Delivery/Presentation Skills (30 points)</b>						
<p><b>(a) Presentation Skills (verbal and non-verbal)</b> Skills such as: Fluent, clear enunciation, correct grammar, appropriate volume, and confident vocal expression that generates interest. Upright posture, direct eye contact, smooth/creative transition between speakers and practiced use of the visual aids.</p>	Very poor skills throughout the presentation.	Generally poor skills through the majority of presentation.	Generally good skills for at least half of the presentation.	Good skills for most of the presentation.	Very good skills throughout the majority of the presentation.	Excellent skills throughout the entire presentation.
<p><b>(b) Using Model as Demonstration Aid</b>  Presenters effectively use the model to illustrate city features. Model contributes to the presentation by providing aid to enhance understanding of city design and function.</p>	Model is not used.	Model is used briefly but not effectively.	Generally good use of the model, but could have used more or it distracted from the presentation.	Good use of model as demonstration aid that generally added to the presentation.	Very good use of model as demonstration aid. It was integrated into the presentation and enhanced	Extremely good and creative use of model as demonstration aid that contributed significantly to the delivery of the required information.

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<p><b>(c) Other Demonstration Aids (Visual Aids and Creative Elements)</b> Creativity and use of visual aids, costumes, and other elements. Elements should add to (rather than distract from) the presentation. Elements should be smoothly integrated into the presentation. Includes: visual aids (flip charts, posters, etc.), costumes, and other demonstration aids.</p>	No demonstration aids or demonstration aids distract from presentation	Poor demonstration aids that do little to enhance the presentation.	Generally good demonstration aids, but could have used more or some distracted from the presentation.	Good demonstration aids that generally added to the presentation.	Very good demonstration aids that integrated well into the presentation and enhanced	Extremely good and creative demonstration aids that contributed significantly to the delivery of the required information.
<b>3. Teamwork (10 points)</b>						
<p><b>(a) Teamwork During Presentation and Q &amp; A</b> Supporting other team members during the formal presentation and Q &amp; A periods. Sharing time and resources evenly among team members. Demonstrating an equal level of knowledge among team members. Full complement of 3 student team members.</p>	Little or no collaboration or support among team members.	Little collaboration among team members. One or two trying to dominate.	Some collaboration or support among team members, but one team member tends to dominate. Fewer than three students on team.	Good collaboration among at least two of the team members for presentation and Q & A. One shy or dominant student or fewer than 3 presenters.	Good collaboration, support and sharing among all of the team members for most of the presentation and Q & A.	Excellent collaboration, support and sharing among all of the team members on both presentation and Q & A. Equivalent level of knowledge among all.