

## Defense Rubric 2016

SCORING DOMAIN	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
<p><b>DEPTH OF UNDERSTANDING</b></p> <p><i>How specifically and completely have I reflected on the ways in which I've demonstrated the CHAS Student Learning Outcomes?</i></p>	<ul style="list-style-type: none"> <li>● Demonstrates complex and/or original thinking about CHAS Student Learning Outcomes, which includes areas for growth.</li> <li>● Clearly articulates progress as a CHAS student and identifies next steps to continue growth in specific CHAS Student Learning Outcomes.</li> <li>● Evidence is carefully chosen and skillfully cited to make convincing claims.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates thoughtful and detailed understanding of CHAS Student Learning Outcomes</li> <li>● Includes explanation of personal progress and mentions areas of growth in CHAS Student Learning Outcomes.</li> <li>● Explains next steps in future growth</li> <li>● Evidence is consistently and accurately cited to support claims.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates general or surface-level understanding of CHAS Student Learning Outcomes</li> <li>● Mentions personal growth but lacks connection to evidence provided</li> <li>● Next steps are identified but are surface level</li> <li>● Evidence is cited to support claims, though inconsistently or insufficiently.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates incomplete, inaccurate, and/or insufficient understanding of the CHAS Student Learning Outcomes</li> <li>● Lacks next steps</li> <li>● Evidence is minimally drawn upon or inaccurately cited.</li> </ul>
<p><b>PREPARATION</b></p> <p><i>How well does my defense presentation reflect effort and attention to quality?</i></p>	<ul style="list-style-type: none"> <li>● Portfolio and presentation reflect impressive effort and proud attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.)</li> <li>● Components demonstrate rhetorical craft (e.g. an engaging introduction, a creatively sequenced body, effective transitions, and an insightful conclusion).</li> <li>● Presentation includes image and/or media and evidence that supports panel's understanding of how each portfolio item demonstrates proficiency in the CHAS Student Learning Outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio and presentation reflect consistent effort and attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.)</li> <li>● All components are logically organized, with good use of transitions and attention to audience/reader expectations (e.g. intro, body, conclusion).</li> <li>● Presentation includes images and/or media and evidence that supports panel's understanding of how each portfolio item demonstrates proficiency in the CHAS Student Learning Outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio and presentation reflect inconsistent effort and attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.)</li> <li>● Presentation has structure, but room for greater organizational clarity (e.g. transitions, sequencing)</li> <li>● Presentations is visually appealing but there is limited connection to CHAS Student Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio and presentation reflect minimal effort and attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.)</li> <li>● A lack of organization makes it difficult to follow ideas in the portfolio and/or the presentation.</li> </ul>

<p><b>ORAL PRESENTATION SKILLS</b></p> <p><i>How effectively am I speaking to my audience during my presentation?</i></p>	<ul style="list-style-type: none"> <li>• Engages audience through command of presentation skills, including body posture, language, eye contact, voice and timing that keep the audience engaged.</li> <li>• Uses sophisticated and varied language that is suited to the occasion and audience.</li> <li>• Responses to questions are thoughtful, demonstrating an in-depth understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a practiced and competent use of presentation skills, including body posture, language, eye contact, voice and timing.</li> <li>• Uses appropriate language that is suited to the occasion and audience.</li> <li>• Responds confidently to questions and demonstrates a command of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes partial use of presentation skills, including body posture, language, eye contact, voice and timing.</li> <li>• Uses language that is at times unsuited to the occasion and audience.</li> <li>• Responses to questions are limited and demonstrate a partial command the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes minimal use of presentation skills, including body posture, language, eye contact, voice and timing.</li> <li>• Uses language that is unsuited to the occasion and audience.</li> <li>• Responses to questions are vague and demonstrate a minimal command of the topic.</li> </ul>
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