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| --- | --- | --- | --- | --- | --- |
| Category | 5 | 4 | 3 | 2 | 1 |
| Community Description  5 = 35  4 = 30  3 = 26.5  2 = 23  1 = 21 | Thoroughly describes the community under discussion, touching deeply on all of the important characteristics, including the people in the community and the roles they play, its location, goals, values, fears, and rules, written and unwritten | Adequately describes the community under discussion, touching on most of the important characteristics, including the people in the community and the roles they play, its location, goals, values, fears, and rules, written and unwritten | Somewhat describes the community under discussion, touching mildly on some of the important characteristics, including the people in the community and the roles they play, its location, goals, values, fears, and rules, written and unwritten | Poorly describes the community under discussion, barely touching on few of the important characteristics, including the people in the community and the roles they play, its location, goals, values, fears, and rules, written and unwritten | Does not describe the community under discussion, touching not at all on the important characteristics, including the people in the community and the roles they play, its location, goals, values, fears, and rules, written and unwritten |
| Problem Description  5 = 35  4 = 30  3 = 26.5  2 = 23  1 = 21 | Thoroughly describes the problem facing the community as well as the different ways in which the people in the community create or continue the problem | Adequately describes the problem facing the community as well as many of the different ways in which the people in the community create or continue the problem | Somewhat describes the problem facing the community as well as some of the different ways in which the people in the community create or continue the problem | Poorly describes the problem facing the community as well as few of the different ways in which the people in the community create or continue the problem | Does not describe the problem facing the community nor any of the different ways in which the people in the community create or continue the problem |
| Solution Description  5 = 35  4 = 30  3 = 26.5  2 = 23  1 = 21 | Thoroughly describes solutions to the problem, also telling who would be responsible for the solutions, explaining obstacles to the solutions, and discussing ways to overcome those obstacles | Adequately describes solutions to the problem, mostly also telling who would be responsible for the solutions, explaining obstacles to the solutions, and discussing ways to overcome those obstacles | Somewhat describes solutions to the problem, also mentioning who would be responsible for the solutions, explaining obstacles to the solutions, and discussing ways to overcome those obstacles | Poorly describes solutions to the problem, barely telling who would be responsible for the solutions, explaining obstacles to the solutions, and discussing ways to overcome those obstacles | Does not describe solutions to the problem, also not telling who would be responsible for the solutions, explaining obstacles to the solutions, and discussing ways to overcome those obstacles |
| Outcome  5 = 30  4 = 25.5  3 = 22.5  2 = 19.5  1 = 18 | Thoroughly describes how the community would be changed if the solutions were implemented | Adequately describes how the community would be changed if the solutions were implemented | Somewhat describes how the community would be changed if the solutions were implemented | Poorly describes how the community would be changed if the solutions were implemented | Does not describe how the community would be changed if the solutions were implemented |
| Script  5 = 20  4 = 17  3 = 15  2 = 13  1 = 12 | Provides all of the information from the slideshow in an artful manner that creates a realistic demonstration of the problem and solutions in an actual environment, equally utilizing three representative roles | Provides much of the information from the slideshow in a manner that creates a detailed demonstration of the problem and solutions in an actual environment, equally utilizing three representative roles | Provides some of the information from the slideshow in a way that tells about the problem and solutions in an unrealistic environment, utilizing three representative roles | Provides little of the information from the slideshow in a manner that barely creates a realistic demonstration of the problem and solutions in an actual environment, equally utilizing three representative roles |  |
| Video/Performance  5 = 20  4 = 17  3 = 15  2 = 13  1 = 12 | Shows a well-acted, well-rehearsed portrayal of the script, complete with setting, costumes, and other production values (sound, music, etc.) | Shows an adequately-acted, mostly-rehearsed portrayal of the script, including setting, costumes, and other production values (sound, music, etc.) | Shows a fairly well-acted, well-rehearsed portrayal of the script, including a bit of the setting and an attempt at some costumes, and other production values (sound, music, etc.) | Shows a poorly-acted, poorly-rehearsed portrayal of the script, including a little of the setting and almost no costumes, and other production values (sound, music, etc.) |  |
| Delivery  5 = 10  4 = 8.5  3 = 7.5  2 = 6.5  1 = 6 | Speakers are poised and practiced; eye contact is strong and spread around; vocal patterns have direction and flow and emphasis; visual aids are presented but not talked to | Speakers are mostly comfortable; eye contact is made and some effort at coverage is made; voice has good volume and some direction; visual aids are presented and mostly not talked to | Speakers evince some nervousness but it is mostly controlled; eye contact is occasional or concentrated in only a few places; volume is adequate but vocal patterns are not diverse; visual aid is faced as often as not | Speakers are occasionally able to control nerves; eye contact is concentrated in one or two spots, when present; volume is low and patterns are repetitive; visual aid dominates body facings | Speakers are nervous and make no effort to control their nerves; no attempt is made at eye contact; speaker is unintelligible; speaker solely faces visual aid |
| Care and Effort  5 = 15  4 = 13  3 = 11.5  2 = 10  1 = 8.5 | Slideshow is very well-designed; all pictures are effectively chosen and intelligible from a distance; all writing is legible from a distance; | Slideshow is well-designed; most pictures are effectively chosen and intelligible from a distance; all writing is legible from a distance but a bit wordy | Slideshow is fairly well-designed; some pictures are effectively chosen and intelligible from a distance; writing is mostly legible from a distance but consists mostly of sentences to be read rather than key words | Slideshow is poorly-designed; few pictures are effectively chosen and intelligible from a distance; little writing is legible from a distance and the slides are paragraphs of reading | Slideshow is poorly-designed and executed; no pictures are effectively chosen and are unintelligible from a distance; writing is illegible from a distance and is all paragraphs without organization |