Seminar Leadership

Topic: Date:

| Objective | Unacceptable | Marginal | Acceptable | Exemplary | Score | Comments |
|--|--|---|--|---|-------|----------|
| Evidence of Com- prehension of Reading | You don't capture the key ideas or understand the relationship of the ideas to one another. | You don't capture the key ideas very well or understand the relationship of the ideas to one another. Some of the basic concepts are present. | Your presentation of the key ideas is adequate, but some are left out and/or the relationships of the ideas are not presented accurately. | You accurately and fully represent your part of the topic, capturing the key ideas and under- standing the rela- tionship of ideas. | /3 | |
| Clarity of Expression | You speak too quietly and in a monotone, and the logic and content of your presentation is unclear. | Your presentation is unclear or interrupted by pauses or unnecessary words. | You have solid material, but are hesitant or quiet in your delivery. | You speak clearly and with adequate volume; you know what you want to say and you deliver it well. | /2 | |
| Facilitation of Discussion | Questions posed to the class are unclear, address peripheral issues, and/or do not cover all the readings adequately. Questions are dead-ends, asking for personal opinions or requiring yes/no answers. | | The questions you posed to the class are clear and address the central issues raised by the readings. They require answers that are not opinions, but positions that can be demonstrated from the readings. All readings are covered. | | /2 | |
| Handout | Significant chunks of the reading are poorly covered; points are thin and unclear, layout is difficult to follow. | Coverage of readings has several sections that are too thin, and is somewhat confusing in layout. | Coverage of readings is uneven in depth but accurate. Handout is well laid out. | Handout covers the readings accurately and fully, and is laid out clearly. | /2 | |
| Flow | Group members have not planned the presentation in advance and do not deliver it well. | Some students are unprepared, and the group as a whole shows some confusion about the order. | The presentation runs smoothly for most parts. | Presentation is well- organized ahead of time; all members know what to do and when. | /1 | |

Grade:

Group _____

/10