



MODEL OF EXCELLENCE AND MIDDLE SCHOOL MODEL OF EXCELLENCE PRESENTATION AND INTERVIEW RUBRIC

Indicator	Very strong evidence of skill: 5-4 points	Moderate evidence of skill: 3-2 points	Weak evidence of skill: 1-0 points	Weight	Points Earned
A1. Explained how activities were tied to the quality standards.	Example activities were directly tied to the quality standards and were clearly explained.	Example activities were somewhat tied to quality standards and were explained well.	Example activities were rarely tied to quality standards and were not explained.	X 1	
A2. Explained how activities were educational and beneficial.	The educational value and benefits of each activity were thoroughly explained.	The educational value and benefits of each activity were identified but were not expanded upon.	Each activity's educational value nor benefits were presented.	X 2	
B1. Provided background beyond the application but relevant to the activities.	Provided ample background and knowledge relevant to each activity.	Provided some background and knowledge relevant to each activity.	Provided little background to each activity that wasn't present in the application.	X 3	
B2. Spoke knowledgeably about the activities.	Possessed a strong knowledge-base and effectively articulated information regarding related facts and current issues for each activity.	Possessed a good knowledge-base and, for the most part, articulated information regarding related facts and current issues for each activity.	Possessed some knowledge-base but was unable to articulate information regarding related facts and current issues for each activity.	X 1	
B3. It was clear that the chapter activities were completed by chapter members.	Throughout the presentation, it was clear that all chapter activities were completed by chapter members.	Presenters gave the impression that some activities were completed by members but some were not.	Most activities described were not member driven.	X 2	
B4. The presentation brought the application alive.	The presentation was lively and helped actualize the application.	The presentation helped bring parts of the application to life.	The presentation was not dynamic and did not give more information than what was presented in the application.	X 1	

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B5. Presenters explained whether activity implementation processes were followed as originally planned and, if not, why and what was learned.	Presenters thoroughly explained each activity implementation process as originally planned and also described what was learned if it did not go as planned.	Presenters could have done a better job explaining each activity implementation process as originally planned and also describing what was learned if it did not go as planned.	Presenters did not explain each activity implementation process and if it was not followed as originally planned, struggled to explain why and what was learned.	X 1	
C1. Explained how and why activities were selected.	Presenters thoroughly explained how and why activities were selected.	Presenters attempted to explain how and why activities were selected.	Presenters did not describe how and why activities were selected.	X 1	
C2. Conveyed how engaged students were in each activity from planning to delivery.	Presenters explained the members' level of engagement from planning to delivery for each activity.	Presenters referred to the members' level of engagement from planning to delivery for each activity, but could have been more descriptive.	Presenters did not convey a positive level of engagement from members in planning to delivery.	X 3	
D1. Interview responses went beyond the presentation's content.	Interview responses expanded on the topic beyond the presentation's content.	Some interview responses expanded on the topic beyond the presentation's content.	Interview responses did not expand on the topic beyond the presentation's content.	X 3	
D2. Interview responses were free-flowing.	Spoke unrehearsed with comfort and ease Spoke quickly with organized thoughts and concise answers	Spoke unrehearsed mostly with comfort and ease but sometimes seemed nervous or unsure Spoke effectively but had to stop and think, and sometimes was unfocused	Showed nervousness or seemed unprepared when speaking unrehearsed Seemed to ramble or spoke before thinking	X 1	
D3. Complete answers were given.	Complete thoughts and thorough answers were given to all questions. Always provided details which supported the point; well organized	Complete thoughts and thorough answers were given to most questions. Usually provided details which were supportive of the point; displayed good organizational skills	Complete thoughts and thorough answers were rarely given. Sometimes overlooked details that could have been very beneficial to the point; lacked organization	X 3	
D4. Presenters were knowledgeable – more than just well-prepared.	Presenters were genuinely knowledgeable about the topic area and activity.	Presenters seemed somewhat knowledgeable about the topic area and activity.	Presenters were not genuinely knowledgeable but rather prepared for the basic presentation.	X 2	
E1. Preparation and organization was evident.	Presenters were well prepared and organized.	Presenters could have been more prepared and organized.	Presenters were not prepared or organized.	X 1	

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E2. Did well with professionalism, disposition, and appropriate delivery (grammar, pitch, quality, articulation, language).	• Appropriate tone was consistent. • Spoke at the right pace to be clear • Confident • Poised and in control at all times	• Appropriate tone was usually consistent. • Spoke at the right pace most of the time but showed some nervousness • Somewhat confident • Poised and in control most of the time, rarely lost composure	• Had difficulty using an appropriate tone • Pace was too fast; nervous • Rarely displayed confidence • Sometimes seemed to lose composure	X 2	
Additional co-presenter was used during presentation (Deduction)				-25	
TOTAL SCORE (135 points possible)					

Scores from the written report submitted for prequalifying will count as 25 percent of the overall score. Interview judges will not see the scores from the written report and the convention score will account for 75 percent of the overall score.