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|  | **Beginning** | **Developing** | **Accomplished** | **Mastery** |
| What is the artifact | * No attempt to describe what the artifact is or why it is important
 | * Some attempt to provide information about what the artifact is and why it is important.
 | * Provides information addressing most of what the artifact is, when it was invented, what it does, and why it is important
 | * Provides information addressing most of what the artifact is, when it was invented, what it does, and why it is important
* Goes beyond to describe where, how or in what form this type of artifact is currently used,
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| Who made the artifact | * No attempt to describe the manufacturer of the artifact
 | * Provides some information addressing where the artifact is from, what type of business would have made it and what type of person would have frequented the manufacturer
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 | * Provides information addressing where the artifact is from, what type of business would have made it and what type of person would have frequented the manufacturer.
* Information is specific where possible
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| Who used the artifact | * No attempt to describe the user of the artifact
 | * Provides some information about who may have used the artifact
 | * Provides information addressing who used the artifact either in generalities or specifics (if known), but does not go into details about how the artifact was important
 | * Information is provided about the type of person who would use the artifact including what their job entailed and how the artifact was important to their work.
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| How to use artifact | * No attempt to describe how to use the artifact
* No examples are provided
* It is unclear if the presenters know how to use the artifact
 | * Presenters show that they know how to use the artifact, but struggle to explain this
* Examples are provided without answers or time to attempt
 | * From presentation, someone might be able to use the artifact, but may not read it correctly
* Examples are provided, but answers are simply given without allowing time for the class to attempt
 | * From presentation, someone can pick up the artifact and know how to use it properly
* Provides examples on how to use and provides time for class to attempt problems
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| Presentation  | * Does not use audio/visual aids or media
* Mumbles or speaks too quickly or slowly
* Does not look at audience, reads notes or slide
 | * Attempts to use one or a few audio/visual aids or media, but they do not aid to or may distract from the presentation
* Speaks clearly some of the time
* Makes infrequent eye contact; reads notes or slides most of the time
 | * Uses audio/visual aids, but they may sometimes distract from or not add to the presentation
* Speaks clearly most of the time
* Addresses the audience. The slides appear included more for the presenter than for the audience
 | * Uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning and evidence, and to add interest
* Speaks clearly, not too quickly or slowly
* Keeps eye contact with the audience most of the time; only glances at notes or slides
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| Response to Audience Questions | * Is unable to answer any audience questions
 | * Does not address audience questions (goes off topic or misunderstands without seeking clarification)
 | * Answers audience questions, but not always clearly or completely
 | * Answers audience questions clearly and completely
* Seeks clarification, admits “I don’t know” or explains how the answer might be found when unable to answer a question
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| Participation in Team Presentation | * Not all team members participate, only one or two speak
 | * Most member participate, the majority is completed by one of two members
 | * All team members participate, but not equally
 | * All team members participate for about the same length of time
* All team members are able to answer questions about the topic as a whole, not just their part of it
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