|  |  |
| --- | --- |
| **Students’ name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Students’ name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Score: \_\_\_/\_\_\_** |
| **Poster Design checklist** |
| **Criteria** | **Yes** | **No** |
| 1. Brand |  |  |
| 2. Slogan |  |  |
| 3. Item is clearly identified. |  |  |
|  |  |  |
| **Presentation Rubric** |
| **Criteria** | **3** | **2** | **1** |
| ***POSTER*** |
| **Required Elements** | All required elements are included on the poster | There is one element missing on the poster. | There are two elements missing on the poster. |
| **Labels** | Labels are big enough and appropriately organized. | Labels are somehow unclear but understandable. | Labels are too small and difficult to understand. |
| **Mechanics** | No spelling/grammar errors. | 1 - 2 spelling/ grammar errors. | 3 - 4 spelling/ grammar errors. |
| ***PRESENTATION*** |
| **Performance** | Students speak clearly and establish eye contact with their classmates. | Students speak clearly but do not make eye with their classmates. | Students are unclear and do not make eye with their classmates. |
| **Distribution of time** | Both students speak approximately the same amount of time. | Time is somehow not well distributed between both students. | One of the students speaks much more time than his/her partner. |
| **Pronunciation** | Students make 1- 2 pronunciation errors/ mistakes, but are capable of making themselves clear. | Students make few errors/mistakes of pronunciation, but they do not affect their intelligibility. | Students make several mistakes, making the presentation difficult to understand to speakers. |