

Score	1-Beginning	2-Approaching Proficient	3-Proficient	4-Advanced
Theology(50%)				
-Content	Weak defense of Church's teachings on selected topic. Theological reasons are incomplete, insufficient, or incorrect in a significant way	Basic defense of Church's teachings on selected topic. Theological reasons are incomplete or insufficient.	Adequate defense of the Church's teachings on selected topic. Theological reasons are complete, sufficient, and correct.	Thorough defense of the Church's teachings on selected topic. Theological reasons are clearly explained and expanded upon.
-Sources	Quality and quantity of citations are lacking, , OR are inappropriate to the topic	Quality and quantity of citations are lacking in a significant way, are poorly explained, AND/OR are not well selected to defend the topic	Quality and quantity of citations are appropriate, and thorough, complete of scope, adequate explanation, connected to the topic.	Quality and quantity of citations of Old and New Testaments, Church Fathers, and magisterial documents are appropriate thorough and well explained.
Written Presentation (25%) – APA style only				
Transitions	Few or no transitional strategies are evident. There was little or no flow to the written paper.	Inconsistent use of transitional strategies and/or little variety. The flow of the paper was choppy and unorganized.	Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	Consistent use of a variety of sophisticated transitional strategies to clarify the relationships between and among ideas

Organization	Frequent extraneous ideas are evident; may be formulaic. Paper was off topic. May be brief or have a major drift. Author did not clearly define argument	Uneven progression of ideas from beginning to end; basic and/or formulaic structure. Controlling or main idea may be clearly focused but is insufficiently sustained and weak in persuasive arguments.	Adequate progression of ideas from beginning to end. Controlling main idea of the topic is clear and mostly maintained, though some loosely related material may be present	Logical progression of ideas. Controlling main idea of the topic is clear, focused and strongly maintained
Mechanics	Unintelligible, off topic, and possibly unsubstantiated or little variation in sentence structure, mechanical or grammatical errors that interfere with meaning	Infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling	Adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling	Advanced use of correct sentence formation, punctuation, capitalization, usage grammar and spelling
Citations	No citations were listed or not relevant to topic.	Few citations were listed or citations were not relevant to topic.	Adequate citations were listed that were all relevant to topic.	Abundant citations were listed.
Oral Presentation (15%)				

Audience Engagement	Does not invite attention of the audience by using appropriate eye contact, volume, tone, articulation, and gestures	Inconsistently maintains attention of the audience by using minimal eye contact, low volume, monotone, articulation, and gestures	Maintains attention of the audience by using appropriate eye contact, volume, tone, articulation, and gestures	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).
-Personal Knowledge (Q&A)	Student was unable to answer question or went off on a tangent.	Student answered questions with some uncertainty and needed to refer to notes when citing sources.	Student answered questions with confidence but needed to refer to notes for support.	Student answered questions with confidence and was able to draw upon resources from memory.

-Posture	Presenter slouches, slumps, and/or fidgets in a way that is distracting or demonstrates lack of preparation	Presenter is mostly free from distracting body language, may benefit from more preparation. Some slouching or fidgeting	Presenter stands up straight, faces audience, and doesn't fidget. May spend too much time standing rigid.	Presenter holds themselves with confidence and pose. S/he has clearly practiced and is at ease. No fidgeting, moves appropriately.
-Delivery	Presenter speaks too quickly or with frequent, distracting pauses. S/he seems unprepared or unfamiliar with the content.	Presenter speaks quickly or in a monotone voice. May have behaviors that indicate a lack of rehearsal by reading too much from cards.	Presenter doesn't rush, shows enthusiasm, avoids likes, ums, kind ofs, you knows, etc. Uses complete sentences	Presenter speaks clearly, slowly with audience. Appropriate vocabulary. S/he has clearly rehearsed and is comfortable with content and presentation. Practice, but not reading directly from cards.
Technology (10%)				
Visual Aids	Visual aids are not well prepared, lack	Some visual aids are well prepared, though	Adequate amount of visual aids that are well	Visual aids are creative, well prepared,

	effectiveness, and are distracting.	many lack information. May not be effective or visually appealing.	prepared, informative, effective, and not distracting. May add little to the presentation, but accurately reflect/reinforce its content.	informative, effective, and not distracting. Contribute to the presentation with relevant supplemental information, present content in a new engaging way.
Timing	Presentation was too long and ran out of time or ended with half the time remaining. Presentation is between 4 – 18 minutes	Presentation ran over or ran short with 5 minutes of the time remaining. Presentation is between 5 – 15 minutes	Pacing of presentation was not rushed and ended within 2 minutes. Presentation is between 8- 10 minutes	Pacing of presentation and timing ended within a minute of the noted time. Presentation is between 8 – 12 minutes