

<b>Student Name:</b>	<b>OB Individual Project</b>				
<b>Criteria</b>	<b>Novice (0/1)</b>	<b>Fair (2)</b>	<b>Proficient (3)</b>	<b>Excellent (4)</b>	<b>Total</b>
<b>Quality of Completion of Project (3 points)</b>	The assignment is missing major parts or has been done incorrectly. Or some parts of the assignment are missing and the deliverables contain numerous errors of style and content.	All parts of the assignment have been completed, but the deliverables contain numerous errors of style and content.	All parts of the assignment have been completed, and the deliverables are clean with few errors of style and content.	All parts of the assignment have been completed and the deliverables are clean, show attention to detail , and attractive throughout.	
<b>Application of a Theoretical Perspective (4 points)</b>	No theoretical perspective is identified in the answer. Or theoretical perspective is identified but use is generally parrot fashion or copied from a book; no real sign of understanding of the theory.	A theoretical perspective is identified, however use of the theory to understand the problem and develop a practical solution lacks depth or is incomplete.	Student uses and demonstrates correct application of a theoretical perspective to the problem. Solution appears viable but lack necessary details or examples.	Applies theoretical knowledge to gain deeper understanding of the problem and develops a theoretically consistent and practical solution.	
<b>Integration of problem, theory, solution (3 points)</b>	One or more of the major components of the analysis (i.e., problem, theory, solution) is missing. Or little or no attempt is made to link different parts of the answers. No evidence that a problem has been solved.	Linkages between parts of the answer are incomplete or contain inconsistencies between problem, theory and solution.	Linkages between parts of the answer are complete but may contain some mismatch of content in the answers.	All parts of the answer are linked appropriately and clearly. Consistency between parts creates a smooth flow that demonstrates a clear understanding and application.	
<b>Presentation Visual Aids (3 points)</b>	The visual aids are either unclear or difficult to understand with numerous errors. They detract from the presentation of content.	The visual aids are clear, but do not add to the impact of the presentation.	The visual aids are clear, easy to understand and relevant to the presentation of the content.	The visual aids are clear, easy to understand, aesthetically pleasing, creative and relevant to the presentation topic.	
<b>Presentation Organization (3 points)</b>	No visual aids used. Or the presentation is complete but the parts are not presented in a logical, understandable sequence.	Presentation is complete and logically sequenced, but the emphasis is inappropriate and the presentation fails to achieve the desired communication impact.	Presentation is complete and logically sequenced with appropriate emphasis on different parts. Audience understanding is enhanced by the presentation.	Presentation is complete, and logically sequenced with appropriate emphasis on different parts. Audience understanding and emotional engagement are enhanced by the use of an interesting storyline.	

<p><b>Presentation Delivery (3 points)</b></p>	<p>Delivery of presentation lacks fluency and evidence of preparation. Or presenter relies upon heavily upon memorization and reads slides. Verbal fluency is limited with many errors; no audience contact.</p>	<p>Fluency of delivery and audience contact are inconsistent. Over-reliance on notes and reading of slides.</p>	<p>Delivery is fluent with appropriate positioning, and some audience contact. Only limited use of notes or reading of slides.</p>	<p>Delivery is fluent and responsive to the audience. The speaker engages and maintains audience interest with various techniques (e.g., positioning, humor, eye contact, movement).</p>	
<p><b>Comments:</b></p>					