**Expository and/or Narrative RAFT assignment and Presentation**

|  |  |
| --- | --- |
|  |  |
|  |  |  |  |  |
| CATEGORY | 4 Excellent  | 3 Good  | 2 Fair  | 1 Needs Improvement  |
| Delivery | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points |  Consistent use of direct eye contact with audience, but still returns to notes. Speaks with satisfactory variation of volume and inflection | Displays minimal eye contact with audience, while reading mostly from the notes Speaks in uneven volume with little or no inflection | Holds no eye contact with audience, as entire report is read from notes Speaks in low volume and/ or monotonous tone, which causes audience to disengage |
| Artifact/Cultural Knowledge | Demonstrates full knowledge by answering all questions with explanations and elaboration. Provides examples, facts, and conclusions/ideas with evidence | Mostly, demonstrates full knowledge by answering all questions with explanations and elaboration. Provides examples, facts, and conclusions/ideas with evidence | Somewhat, demonstrates full knowledge by answering all questions with explanations and elaboration. Provides examples, facts, and conclusions/ideas with evidence | Demonstrates very little knowledge by answering few questions and cannot explain with elaboration, examples, facts, conclusions or ideas with evidence |
| Enthusiasm/ | Demonstrates strong enthusiasm about topic during entire presentation. Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject | Mostly, shows some enthusiastic feelings about topic. Raises audience understanding and awareness of most points | Shows little or mixed feelings about the topic being presented. Raises audience understanding and knowledge of some points | Shows no interest in topic presented. Fails to increase audience understanding of knowledge of topic |