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| --- | --- | --- | --- | --- | --- |
|  | **1Unsatisfactory0.00%** | **2Less than Satisfactory65.00%** | **3Satisfactory75.00%** | **4Good85.00%** | **5Excellent100.00%** |
| **80.0 %Student Motivation** |  |
| **10.0 %Importance of Motivation in Education and Learning for Young Children** | Importance of motivation in education and learning for young children is not presented. | Importance of motivation in education and learning for young children is presented, but unclear. | Importance of motivation in education and learning for young children is clearly presented. Slide notes are detailed. | Importance of motivation in education and learning for young children is clearly presented. Slide notes are detailed and concise. | Importance of motivation in education and learning for young children is clearly presented. Slide notes are detailed, concise, and insightful. |  |
| **7.0 %Examples of Lack of Motivation for Birth to Age 5/Pre-K Learner** | Examples of lack of motivation for Birth to Age 5/Pre-K learners are not presented. | Examples of lack of motivation for Birth to Age 5/Pre-K learners are presented, but unclear. | Examples of lack of motivation for Birth to Age 5/Pre-K learners are clearly presented. Slide notes are detailed. | Examples of lack of motivation for Birth to Age 5/Pre-K learners are clearly presented. Slide notes are detailed and concise. | Examples of lack of motivation for Birth to Age 5/Pre-K learners are clearly presented. Slide notes are detailed, concise, and insightful. |  |
| **7.0 %Example of Lack of Motivation for K to Age 8/Grade 3 Learner** | Examples of lack of motivation for K to Age 8/Grade 3 learners are not presented. | Examples of lack of motivation for K to Age 8/Grade 3 learners are presented, but unclear. | Examples of lack of motivation for K to Age 8/Grade 3 learners are clearly presented. Slide notes are detailed. | Examples of lack of motivation for K to Age 8/Grade 3 learners are clearly presented. Slide notes are detailed and concise. | Examples of lack of motivation for K to Age 8/Grade 3 learners are clearly presented. Slide notes are detailed, concise, and insightful. |  |
| **15.0 %Factors that affect Motivation** | Factors that affect motivation are not presented. | Factors that affect motivation are presented, but do not include how they differ for each age group. | Factors that affect motivation are clearly presented and include how they differ for each age group. Slide notes are detailed. | Factors that affect motivation are clearly presented and include how they differ for each age group. Slide notes are detailed and concise. | Factors that affect motivation are clearly presented and include how they differ for each age group. Slide notes are detailed, concise, and insightful. |  |
| **15.0 %Intrinsic and Extrinsic Motivations** | Intrinsic and extrinsic motivations are not presented. | Intrinsic and extrinsic motivations are presented, but do not include how they differ for each age group. | Intrinsic and extrinsic motivations are clearly presented and include how they differ for each age group. Slide notes are detailed. | Intrinsic and extrinsic motivations are clearly presented and include how they differ for each age group. Slide notes are detailed and concise. | Intrinsic and extrinsic motivations are clearly presented and include how they differ for each age group. Slide notes are detailed, concise, and insightful. |  |
| **15.0 %Teacher Strategies for Motivating Young Learners** | Teacher strategies for motivating young learners are not presented. | Teacher strategies for motivating young learners are presented, but do not include how they differ for each age group. | Teacher strategies for motivating young learners are clearly presented and include how they differ for each age group. Slide notes are detailed. | Teacher strategies for motivating young learners are clearly presented and include how they differ for each age group. Slide notes are detailed and concise. | Teacher strategies for motivating young learners are clearly presented and include how they differ for each age group. Slide notes are detailed, concise, and insightful. |  |
| **11.0 %Relationship between Teacher Motivation and Learner Motivation** | Relationship between teacher motivation and learner motivation is not presented. | Relationship between teacher motivation and learner motivation is presented but unclear. | Relationship between teacher motivation and learner motivation is accurate, although somewhat basic. Slide notes are basic. | Relationship between teacher motivation and learner motivation is presented with accurate detail. Slide notes are detailed and concise. | Relationship between teacher motivation and learner motivation is comprehensive, accurate, and is clearly stated. Slide notes are detailed, concise, and insightful. |  |
| **20.0 %Organization, Effectiveness, and Format** |  |
| **5.0 %Layout** | The layout is cluttered, confusing, and does not use spacing, headings, and subheadings to enhance the readability. The text is extremely difficult to read with long blocks of text, small point size for fonts, and inappropriate contrasting colors. Poor use of headings, subheadings, indentations, or bold formatting is evident. | The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or a distracting background. Overall readability is difficult due to lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold, or lack of appropriate indentations of text. | The layout uses horizontal and vertical white space appropriately. Sometimes the fonts are easy to read, but in a few places the use of fonts, italics, bold, long paragraphs, color, or busy background detracts and does not enhance readability. | The layout background and text complement each other and enable the content to be easily read. The fonts are easy to read and point size varies appropriately for headings and text. | The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings, and white space. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of the text. |  |
| **5.0 %Language Use and Audience Awareness (includes sentence construction, word choice, etc.)** | Inappropriate word choice and lack of variety in language use are evident. Writer appears to be unaware of audience. Use of “primer prose” indicates writer either does not apply figures of speech or uses them inappropriately. | Some distracting inconsistencies in language choice (register) and/or word choice are present. The writer exhibits some lack of control in using figures of speech appropriately. | Language is appropriate to the targeted audience for the most part. | The writer is clearly aware of audience, uses a variety of appropriate vocabulary for the target audience, and uses figures of speech to communicate clearly. | The writer uses a variety of sentence constructions, figures of speech, and word choice in distinctive and creative ways that are appropriate to purpose, discipline, and scope. |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Slide errors are pervasive enough that they impede communication of meaning. | Frequent and repetitive mechanical errors distract the reader. | Some mechanical errors or typos are present, but are not overly distracting to the reader. | Slides are largely free of mechanical errors, although a few may be present. | Writer is clearly in control of standard, written academic English. |  |
| **5.0 %Evaluating and Documenting Sources (in-text citations for paraphrasing and direct quotes, and references section listing and formatting, as appropriate to assignment and style)** | Contains no title slide, no references section, and no correctly cited references within the body of the presentation. | Title slide is incomplete or inaccurate. References section includes sources, but many citation errors. Citations are included within the body of the presentation but with many errors. | Title slide has minor errors. References section includes sources, but they are not consistently cited correctly. Citations are included within the body of the presentation but with some errors. | Title slide is complete. References section includes correctly cited sources with minimal errors. Correct citations are included within the body of the presentation. | Title slide is complete. References section includes correctly cited sources. Correct citations are included within the body of the presentation. |  |
| **100 %Total Weightage** |   |  |