

<b>ORGANIZATION &amp; FOLLOWING DIRECTIONS</b>  <b>30 pts.</b>	The presenter follows few of the guidelines: (a) meeting with prof., (b) on-time submission of lesson plan and homework, (c) adheres to length/ time restrictions, (d) demonstrates expertise on original content & course content and (e) includes all required components of lesson (introduction, peer-peer interactive activity/assessment, closing phase).			The presenter follows most of the guidelines: (a) meeting with prof., (b) on-time submission of lesson plan and homework, (c) adheres to length/ time restrictions, (d) demonstrates presenter's expertise on original content & course content and (e) includes all required components of lesson (introduction, peer-peer interactive activity/assessment, closing phase).			The presenter follows all guidelines: (a) meeting with prof., (b) on-time submission of lesson plan and homework, (c) adheres to length/ time restrictions, (d) demonstrates presenter's expertise on original content & course content and (e) includes all required components of lesson (introduction, peer-peer interactive activity/assessment, closing phase).		
	19	20.5	22	23	24.5	26	27	28.5	30
<b>PEER-PEER INTERACTION</b>  <b>25 pts.</b>	The activity/assessment promotes very limited peer-peer interaction. Interactions are not meaningful.			The activity/assessment promotes intermittent peer-peer interaction. Interactions are not necessarily meaningful.			The activity promotes continuous, meaningful peer-peer interaction in.		
	17	18	19	20	21	22	23	24	25
<b>ASSESSMENT OF LEARNING OBJECTIVES</b>  <b>25 pts.</b>	The presenter assesses students' acquisition of some of the learning objectives.			The presenter assesses students' acquisition of learning objectives in a variety of ways (diversified tasks).			The presenter assesses students' acquisition of learning objectives in a variety of ways (diversified tasks). The presenter accounts for ALL students.		
	17	18	19	20	21	22	23	24	25
<b>EXPERTISE, CREATIVITY &amp; CONTRIBUTION TO THE COURSE</b>  <b>20 pts.</b>	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic			Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.			Presenter incorporates a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) and makes appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic		
	12	13	14	15	16	17	18	19	20