

## Rubric: Conducting an Environmental Scan

Criteria	Professional 10	Experienced 8	Developing 6	Novice 4
<p><b>Content</b></p> <p>The information contained in and communicated by the environmental scan</p> <p>60 points</p>	<input type="checkbox"/> Gathered sufficient/current information from a variety of reliable sources.	<input type="checkbox"/> Gathered adequate/mostly current information, but sources were somewhat limited.	<input type="checkbox"/> Gathered information, but much of it was outdated, and not all sources were reliable.	<input type="checkbox"/> Gathered poor quality information.
	<input type="checkbox"/> Correctly identified relevant, accurate economic information, referencing specific ways this information could impact the business.	<input type="checkbox"/> With few exceptions, correctly identified relevant, accurate economic information, referencing fairly specific ways this information could impact the business.	<input type="checkbox"/> Often omitted relevant, accurate economic information or included unimportant information; s/he had trouble referencing ways this information could impact the business.	<input type="checkbox"/> Was not able to identify relevant, accurate economic information.
	<input type="checkbox"/> Correctly identified relevant, accurate legal information, referencing specific ways this information could impact the business.	<input type="checkbox"/> With few exceptions, correctly identified relevant, accurate legal information, referencing fairly specific ways this information could impact the business.	<input type="checkbox"/> Often omitted relevant, accurate legal information or included unimportant information; s/he had trouble referencing ways this information could impact the business.	<input type="checkbox"/> Was not able to identify relevant, accurate legal information.
	<input type="checkbox"/> Correctly identified relevant, accurate social and cultural information, referencing specific ways this information could impact the business.	<input type="checkbox"/> With few exceptions, correctly identified relevant, accurate social and cultural information, referencing fairly specific ways this information could impact the business.	<input type="checkbox"/> Often omitted relevant, accurate social and cultural information or included unimportant information; s/he had trouble referencing ways this information could impact the business.	<input type="checkbox"/> Was not able to identify relevant, accurate social and cultural information.
	<input type="checkbox"/> Correctly identified relevant, accurate global information, referencing specific ways this information could impact the business.	<input type="checkbox"/> With few exceptions, correctly identified relevant, accurate global information, referencing fairly specific ways this information could impact the business.	<input type="checkbox"/> Often omitted relevant, accurate global information or included unimportant information; had trouble referencing ways this information could impact the business.	<input type="checkbox"/> Was not able to identify relevant, accurate global information.
	<input type="checkbox"/> Correctly identified relevant, accurate technological information, referencing ways this information could impact the business.	<input type="checkbox"/> With few exceptions, correctly identified relevant, accurate technological information, referencing fairly specific ways this information could impact the business.	<input type="checkbox"/> Often omitted relevant, accurate technological information or included unimportant information; s/he had trouble referencing ways this information could impact the business.	<input type="checkbox"/> Was not able to identify relevant, accurate technological information.

**Rubric: Conducting an Environmental Scan**

<b>Criteria</b>	<b>Professional 10</b>	<b>Experienced 8</b>	<b>Developing 6</b>	<b>Novice 4</b>
<b>Communication Skills</b>  The ability to express oneself so as to be understood by others  30 points	<input type="checkbox"/> Information was clear and easy to understand.	<input type="checkbox"/> Information was clear with only a few items being difficult to understand.	<input type="checkbox"/> Information was not clear and took much effort to understand.	<input type="checkbox"/> Information was too vague to understand.
	<input type="checkbox"/> Completed environmental scan was neat, grammatically correct, and error-free.	<input type="checkbox"/> Completed environmental scan was neat but contained minor errors.	<input type="checkbox"/> Completed environmental scan contained spelling and grammatical errors that were distracting.	<input type="checkbox"/> Completed environmental scan was messy, with many errors in spelling and grammar.
	<input type="checkbox"/> The student's targeted business was clearly reflected in the completed environmental scan.	<input type="checkbox"/> The student's targeted business was, for the most part, reflected in the completed environmental scan.	<input type="checkbox"/> The student's targeted business was not easily detected in the completed environmental scan.	<input type="checkbox"/> The student's targeted business was not reflected in the completed environmental scan.
<b>Organization</b>  The way in which the information is put together  10 points	<input type="checkbox"/> Information presented was logical and easy to follow.	<input type="checkbox"/> Information presented was generally logical and easy to follow.	<input type="checkbox"/> Information presented was sometimes difficult to follow.	<input type="checkbox"/> Information was difficult to follow and illogical.
	<input type="checkbox"/> Supporting documentation was complete and clearly labeled.	<input type="checkbox"/> Supporting documentation was clearly labeled, but some items were missing.	<input type="checkbox"/> Some supporting documentation was missing, and some was inaccurately labeled.	<input type="checkbox"/> Supporting documentation was not provided.

## Business Environmental Scan Project #3

### Rubric: Presentation

Criteria	Professional 8	Experienced 6	Developing 4	Novice 2
<b>Organization</b>  How the information was put together; the flow of the presentation  40 points	<input type="checkbox"/> Presentation was structured with a definite beginning, middle, and end.	<input type="checkbox"/> Beginning, middle, and end were present but not clearly identified.	<input type="checkbox"/> Beginning, middle, or end was difficult to discern.	<input type="checkbox"/> Beginning, middle, or end was missing.
	<input type="checkbox"/> The main points were logical with points building on each other.	<input type="checkbox"/> The main points were generally easy to follow and logical.	<input type="checkbox"/> The main points were logical but difficult to follow.	<input type="checkbox"/> The main points were so difficult to follow that their logic could not be determined, or they were illogical.
	<input type="checkbox"/> Introduction engaged audience and identified video's purpose.	<input type="checkbox"/> Introduction was interesting and provided partial explanation of what video was about.	<input type="checkbox"/> Standard introduction was presented and hinted at purpose of video.	<input type="checkbox"/> Introduction was uninteresting and did not identify the video's purpose.
	<input type="checkbox"/> Material was suited to the length of the presentation.	<input type="checkbox"/> Material was fairly well suited to the length of the presentation.	<input type="checkbox"/> Content appeared to be stretched or omitted to fit the length of the presentation.	<input type="checkbox"/> Too much or too little information was presented in the presentation.
	<input type="checkbox"/> Presentation came to a suitable conclusion with main points summarized.	<input type="checkbox"/> Conclusion was satisfying, but not all main points summarized.	<input type="checkbox"/> Conclusion seemed unsatisfying, or main points were vague.	<input type="checkbox"/> Presentation ended abruptly without a conclusion or summary of key points.
<b>Content</b>  The information that was shared with the audience  24 points	<input type="checkbox"/> Presentation presented relevant, accurate, up-to-date information.	<input type="checkbox"/> Information presented was relevant to the presentation's purpose but was outdated.	<input type="checkbox"/> Irrelevant information was occasionally presented.	<input type="checkbox"/> Information presented was unrelated to the presentation's purpose and wandered aimlessly.
	<input type="checkbox"/> Meaningful supporting information was provided for each key point.	<input type="checkbox"/> Unsupported information did not limit understandability of presentation.	<input type="checkbox"/> Some information was vague or unsupported by evidence.	<input type="checkbox"/> Presentation information was vague and lacked supporting evidence.
	<input type="checkbox"/> Examples were relevant to the audience and the occasion.	<input type="checkbox"/> Examples were presented but they were not relevant to the audience.	<input type="checkbox"/> Examples strayed from the purpose of the presentation or required thought to grasp.	<input type="checkbox"/> Presentation presented dated examples that failed to support its purpose.

## Business Environmental Scan Project #3

### Rubric: Presentation (cont'd)

Criteria	Professional 6	Experienced 5	Developing 4	Novice 3
<b>Delivery</b>  How the speaker presented the information  36 points	<input type="checkbox"/> Presentation was delivered smoothly in a conversational style.	<input type="checkbox"/> Delivery contained a few unnecessary pauses.	<input type="checkbox"/> Delivery was filled with dead words such as “uh,” “and,” or “like.”	<input type="checkbox"/> Presentation was filled with dead words and sounded artificial.
	<input type="checkbox"/> Speaker pronounced words correctly and clearly, making it easy to understand what was being said.	<input type="checkbox"/> Speaker enunciated words clearly but mispronounced a few words.	<input type="checkbox"/> Speaker occasionally mumbled and mispronounced words, making it difficult to understand what was said.	<input type="checkbox"/> Speaker mumbled and mispronounced words throughout the presentation, making it almost impossible to understand what was said.
	<input type="checkbox"/> Terminology used in the presentation was familiar or clearly explained.	<input type="checkbox"/> A few unfamiliar words were used and were not explained; however, their meaning could be understood from context.	<input type="checkbox"/> Some technical terms were used and were not explained.	<input type="checkbox"/> Unexplained technical terms were used throughout the presentation, making the information unclear.
	<input type="checkbox"/> Vocal expression, volume, and pace kept the audience hooked.	<input type="checkbox"/> Vocal expression and pace maintained audience’s interest in the presentation; volume was too soft/loud.	<input type="checkbox"/> Vocal expression sounded artificial; volume was too loud/soft; and the pace of delivery was too fast or too slow.	<input type="checkbox"/> Speaker spoke in a too soft/loud monotone voice, using a pace that was too fast or too slow to maintain interest.
	<input type="checkbox"/> Speaker used correct grammar and standard English throughout the presentation.	<input type="checkbox"/> Speaker used correct grammar, occasionally incorporating slang into the presentation.	<input type="checkbox"/> Speaker made a few grammatical mistakes and used slang throughout the presentation.	<input type="checkbox"/> Presentation was hampered by grammatical mistakes and reliance on slang.
	<input type="checkbox"/> Presentation was supported with clear and easy-to-see visual aids that used correct grammar and spelling.	<input type="checkbox"/> Presentation had easy-to-see visual aids, but they contained a few spelling or grammar errors.	<input type="checkbox"/> Presentation’s visual aids contained many grammatical and spelling errors and required concentration to see and understand.	<input type="checkbox"/> Presentation’s visual aids were too small/faint/ dark to be seen easily and contained so many spelling and grammatical errors that they detracted from the presentation.