NAF Professional Ethics

Lesson 12

Project Presentation and   
Course Closure

Teacher Resources

| Resource | Description |
| --- | --- |
| Teacher Resource 12.1 | Rubric: Culminating Project Presentation |
| Teacher Resource 12.2 | Assessment Criteria: Personal Critique |

Teacher Resource 12.1

Rubric: Culminating Project Presentation

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | Exemplary | Solid | Developing | Needs Attention |
| --- | --- | --- | --- | --- |
| **Comprehension of Ethical issue** | Presentation demonstrates a deep understanding of this ethical issue and its effects on the industry. | Presentation demonstrates a good understanding of this ethical issue and its effects on the industry. | Presentation demonstrates a partial understanding of this ethical issue and its effects on the industry. | Presentation demonstrates a lack of understanding of the importance of this ethical issue or a misunderstanding of its effects on the industry. |
| **Content Organization/ Flow** | Content is clearly organized, with a logical flow of connected ideas and effective transitions between speakers. | Content is organized, and most ideas are well connected, with effective transitions between speakers. | Ideas are sound, but the content is not well organized and needs more effective transitions between speakers. | Content is extremely disorganized. The transitions between speakers are awkward. |
| **Ethical Concepts and Thinking Strategies** | Uses a wide variety of ethical concepts and thinking strategies to explain the issue and come to logical conclusions. | Uses some ethical concepts and thinking strategies to explain the issue and come to logical conclusions. | Uses minimal ethical concepts and thinking strategies to explain the issue; conclusions are not always logical. | Does not use ethical concepts or thinking strategies to explain the issue or arrive at logical conclusions. |
| **Solution** | The solution(s) to the ethical issue are a result of effective use of the decision-making framework; they are plausible and logical. | The solution(s) to the ethical issue are a result of proficient use of the decision-making framework and are plausible and logical. | The solution(s) to the ethical issue reflect some confusion about how to use an ethical decision-making framework; they are either implausible or illogical. | The solution(s) to the ethical issue reflect a lack of understanding of how to use a decision-making framework. Solutions are both implausible and illogical. |
| **Presentation Preparedness** | Presentation was completely prepared and well rehearsed. | Presentation was prepared but needed more rehearsal. | Presentation was somewhat prepared, but it is clear that there was no rehearsal. | Presentation was not at all ready to be presented. |
| **Delivery** | Presenters spoke clearly and were easy to understand; they demonstrated conviction and persuasiveness. | Presenters were usually clear and understandable; they were animated and persuasive. | Presenters mumbled or spoke too softly or quickly; they were unconvincing in how much they cared about the issue or its resolution. | Presenters were difficult to understand and lacked enthusiasm, conviction, or persuasiveness. |
| **Length** | Presentation is well within the specified length. | Presentation is just within the specified length. | Presentation is a bit shorter or longer than the specified length. | Presentation is way shorter or longer than the specified length. |

Additional Comments:

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Teacher Resource 12.2

Assessment Criteria: Personal Critique

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using the following criteria, assess whether the student met each one.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Met | Partially Met | Didn’t Meet |
| The critique is an honest and thoughtful analysis of the student’s performance on the project. |  | □ | □ | □ |
| The critique considers what the student did well and what could be improved. |  | □ | □ | □ |
| The critique demonstrates an understanding of the complexity of group dynamics and the skill required to work well with a team. |  | □ | □ | □ |
| The critique completely answers every section. |  | □ | □ | □ |
| The critique is properly spelled and grammatically correct. |  | □ | □ | □ |

Additional Comments:

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