

**Presentation rubric for lifeline project**

<b>Category</b>	<b>Poor</b>	<b>Average</b>	<b>Excellent</b>
<b>Budgeting &amp; Planning</b>	Some consideration to the costs of living in the future has been explored but the student does little to go into depth about many of the items on the list.	The student shows some detail related to anticipating their budget changes across the timeline.	Obvious depth has been applied to budgeting for the student's future. Extensive research applied to costs and future purchases.
<b>Career Analysis</b>	The student describes their future career but doesn't go into detail that shows they have anticipated the changes and evolution of its future.	The lifeline presentation explains the student's career and what they will have to do in order to advance but doesn't show depth.	The student has obviously anticipated the requirements of pursuing their career and explored the pros and cons for pursuing a life in their field.
<b>Goal Setting &amp; Personal Pursuits</b>	Other expectations may be met, but the student doesn't go into depth about their personal goal setting and sticks to explaining the basics.	Goals are identified at different age ranges but the student doesn't expand well on personal and professional goals.	Depth about how these upcoming parts of life will fulfill the student as a person. Personal as well as professional goals are explored.
<b>Quality of Presentation</b>	Slides are messy, hard to read, and have errors. Student is hard to hear. Presentation is boring and shows little evidence of practicing ahead of time. Student just reads to us.	The student has slides that are easy to read. The student voice can be heard. The student mostly reads to us but attempts to explain some parts of their lifeline plan.	Each slide/part of presentation is well-designed, easy to see, and interesting. The presentation is interesting and engaging, meaningful, and fluid. The student has clearly practiced ahead of time.
<b>Points</b>	<b>0 – 16</b>	<b>17 – 20</b>	<b>21 – 25</b>

