Town Hall Meeting

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| Criteria | 10 | 8 | 6 | 4 | 0 | Total Points |
| Information | All information presented in this simulation was clear, accurate and thorough | Most information presented in this debate was clear, accurate and thorough | Most information presented in the debate was clear and accurate, but was not usually thorough | Some information was accurate, but there were some minor inaccuracies | Information had some major inaccuracies OR was usually not clear |  |
| Preparedness  | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. |  | Student does not seem at all prepared to present. |  |
| Participation | Student adds to the discussion,  | Student spoke the minimum and added somewhat to the discussion and didn’t take away from anyone else | Student spoke the bare minimum, just to speak. | Student didn’t speak requirement, took away from the simulation | Student did not speak  |  |
| Authenticity to character | Point-of-view, arguments, and solutions proposed were consistently in character | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were sometimes in character. | Point-of-view, arguments, and solutions proposed were rarely in character. | Point-of-view, arguments, and solutions proposed were not in character. |  |
| Respect towards others in the room. | All statements, body language, and responses were respectful and were inappropriate language | Statements and responses were respectful and used appropriate language, but once or twice body language was not | Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark | Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks | Statements, responses and/or body language were consistently not respectful |  |

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| Comments: |