

	3 (Exceptional)	2 (Solid)	1 (Not Acceptable)
Presence	1) Conveys a sense of executive authority and competence. 2) Is poised and confident without seeming arrogant. 3) Is engaging and personable. Makes an authentic and personal connection with the audience. 4) Physical movements, speech patterns, eye contact and tone emphasize main points and do not distract listeners. 5) Speaks mostly from memory; may occasionally refer to notes.	1) Appears competent but does not convey executive authority. 2) Is poised and confident. 3) Is engaging and personable. Makes an authentic and personal connection with the audience. 4) A small number of physical movements, long pauses, use of word fillers, poor word choice or sporadic eye contact may occasionally distract listeners, but does not take away from power or focus of overall message. 5) Speaks mostly from memory; may occasionally refer to notes.	1) Does not convey executive authority or competence. 2) Does not appear poised and confident or comes across as inauthentic or arrogant. 3) Does not connect with the audience or provokes a negative reaction from the audience. 4) Physical movements, long pauses, excessive use of word fillers, poor word choice and little to no eye contact distract from power and focus of message. 5) Overly reliant on notes.
Inspiration	1) Describes work and life experiences in a way that conveys ability to grow as a person and leader. 2) Articulate describes the key turns in their career that led them to leadership. Compellingly answers the question – “Why leadership?”. 3) Demonstrates ability and desire to challenge status quo and act as a change agent. 4) Describes leadership to serve, rather than gratify ego. 5) Clearly articulates belief that every child can achieve academically at high levels and that achievement gaps can be eliminated. 6) Leaves audience with a clear understanding of leadership style, core values, and leadership strengths.	1) Skills and experiences are well described but are not clearly linked to growth as a person and leader. 2) Reflects upon important learning experiences but does not always explain how the learning has affected his/her leadership. 3) Demonstrates ability and desire to challenge status quo and act as a change agent. 4) Unclear whether leadership is a way to serve, rather than gratify ego. 5) Communicates belief that student achievement can improve. 6) Leaves audience with an understanding of leadership style, core values and leadership strengths.	1) Skills and experiences are not well described and are not linked to growth as a person and leader. 2) Very little mention of important learning experiences or how lessons learned have affected his/her leadership. 3) Appears hesitant or unsure of need to challenge status quo. Narrative exposes tendency toward incremental change. 4) Appears that leadership roles are a way to gratify ego. 5) Story exposes disinterest in urban youth or doubt that achievement gaps can be narrowed or closed. 6) Very little or no mention of core values or leadership strengths.

Coherence	1) Develops strong theme that runs through the story and ties experiences together. 2) Provides depth and color to key turning points or pivotal experiences (from either professional or personal spheres). 3) Sequencing of details is effective and logical. Transitions effectively tie ideas together. 4) Stories are memorable and seen as either heartfelt or humorous by most of the audience. 5) Leadership story stays within 5 minute timeframe and does not appear rushed or overly drawn out.	1) Develops many strong themes but may not neatly tie experiences together. 2) Provides key turning points in his/her professional or personal spheres but does not provide full depth and color. 3) Sequencing of details is mostly effective and logical. Most transitions are effective. 4) Nearly all the stories are memorable and seen as either heartfelt or humorous by most of the audience. 5) Leadership story stays within 5-minute timeframe and does not appear rushed or overly drawn out.	1) No clear themes that unite experiences or sections of the leadership story. 2) Does not reference key turning points or life experiences or does not differentiate these from general life chronology. 3) Sequencing of details is not clear. Transitions are awkward or nonexistent. 4) Stories are sanitized, generic or boring and therefore not memorable for majority of the audience. 5) Leadership story is too short or too long. Appears rushed or overly drawn out.
-----------	---	--	---