

## Oral Presentation Rubric

Presenter's Name:

Presentation time:

Project title:

CATEGORY	10 - 9	8 – 6	5 - 3	2 - 1	Points
<b>Delivery</b>	<ul style="list-style-type: none"> <li>•Relaxed, self-confident.</li> <li>•Builds trust and holds attention by direct eye contact.</li> <li>•Fluctuation in volume and inflection, clear articulation and clear voice. Steady rate.</li> <li>•Appropriately dressed.</li> <li>•Communication aids enhance the presentation and are prepared in a professional manner.</li> </ul>	<ul style="list-style-type: none"> <li>•Student's voice is clear. Quick recovery from minor mistakes.</li> <li>•Fairly consistent use of direct eye contact.</li> <li>•Satisfactory variation of volume and inflection.</li> <li>•Appropriately dressed.</li> <li>•Communication aids contribute to the quality of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>•Nervous tension or indifference is apparent.</li> <li>•Little or no eye contact or expression.</li> <li>•Very little variation of volume and inflection.</li> <li>•Possible inappropriate dress for purpose or audience.</li> <li>•Communication aids lack smooth transition from one medium to another.</li> <li>•Multimedia is not clearly connected to presentation.</li> </ul>	<ul style="list-style-type: none"> <li>•Nervous tension obvious.</li> <li>•No effort to make eye contact with audience.</li> <li>•Speaker seemed uninterested and was monotone.</li> <li>•Inappropriately dressed.</li> <li>•Little or no use of communication aids.</li> <li>•Aids are poorly prepared or are used inappropriately.</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>•Thesis stated clearly and developed.</li> <li>•Specific examples are appropriate.</li> <li>• Conclusion is clear and shows control.</li> <li>•Audience understands presentation and can formulate questions.</li> </ul>	<ul style="list-style-type: none"> <li>•Thesis stated.</li> <li>•Most information is presented in logical sequence which audience can follow.</li> <li>•Audience understands presentation.</li> </ul>	<ul style="list-style-type: none"> <li>•Thesis somewhat unclear.</li> <li>•Concepts and ideas are loosely connected, lacks clear transitions.</li> <li>•Audience has difficulty following because student jumps around.</li> </ul>	<ul style="list-style-type: none"> <li>•Thesis not clearly stated.</li> <li>•Presentation is disjointed, does not flow. No apparent logical order of presentation is present.</li> <li>•Audience does not understand presentation.</li> </ul>	
<b>Content/ Strength of Material</b>	<ul style="list-style-type: none"> <li>•Shows a full understanding of the topic.</li> <li>•Provides accurate and complete explanations.</li> <li>•Information is consistently accurate.</li> <li>•Clearly references appropriate literature.</li> <li>•Advances thinking about the discipline in new ways.</li> <li>•Research is clearly important to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows a good understanding of the topic.</li> <li>•Explanations of concepts are accurate and complete with no elaboration.</li> <li>•Literature references are somewhat clear.</li> <li>•Somewhat advances thinking about discipline in new ways.</li> <li>•Research appears somewhat important to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows a good understanding of parts of the topic.</li> <li>•Weak examples, facts, and/or statistics.</li> <li>•Literature references are vague.</li> <li>•Advances thinking about the discipline very little.</li> <li>•Research is not clearly connected to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>•Does not seem to understand the topic very well.</li> <li>•Very weak or no support from examples, facts, and/or statistics.</li> <li>•Explanations of concepts are inaccurate or incomplete.</li> <li>•Doesn't reference appropriate literature.</li> <li>•Doesn't advance thinking about the discipline in new ways.</li> <li>•Research is not connected to the discipline.</li> </ul>	
<b>Communication Effectiveness</b>	<ul style="list-style-type: none"> <li>•Level of presentation is appropriate and understandable to the non-expert audience.</li> <li>•Contains a futures perspective.</li> <li>•Incorporates a unique approach to the topic.</li> <li>•Increases audience's understanding of knowledge of topic.</li> <li>•Clear point of view, development or support is conclusive and complete.</li> <li>•Impact is clear.</li> </ul>	<ul style="list-style-type: none"> <li>•Level of presentation is somewhat understandable to the non-expert audience.</li> <li>•A futures perspective can be inferred.</li> <li>•Approach to the topic is typical.</li> <li>•Raises audiences understanding and awareness of most points.</li> <li>•Clear point of view, but development or support is inconclusive and incomplete.</li> <li>•Impact can be inferred.</li> </ul>	<ul style="list-style-type: none"> <li>•Level of presentation is challenging for the non-expert audience.</li> <li>•A futures perspective is not apparent.</li> <li>•Approach to the topic is very basic.</li> <li>•Raises audience understanding and knowledge of some points.</li> <li>•Points may be clear but lack development or support.</li> <li>•Impact is not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>•Level of presentation ignores the non-expert audience.</li> <li>•A futures perspective is not included.</li> <li>•Approach to the topic is very disorganized.</li> <li>•Fails to increase audience understanding and knowledge of topic.</li> <li>•Points fail to effectively convince audience.</li> <li>•Impact is not addressed.</li> </ul>	
				<b>Total</b>	