**Presenter Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Title/Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **4 - Advanced** | **3 - Proficient** | **2 - Basic** | **1 - Unacceptable** | **Score** |
| **Organization** | Presentation extremely well organized with a purposeful structure (audience can follow along).  Purpose of presentation is clearly introduced.  Effectively includes natural transitions to connect key points. | Presentation is generally organized.  Structure is present and consistently completed with a few statements out of place. | Presentation has some structure is present but it is not consistent. A few minor points may be out of place and/or confusing.  Author sometimes deviated from topic. | Presentation has little or no organization present and is confusing to the audience. There is no logical sequence of ideas.  Purpose is not clearly introduced.  Author is frequently off topic. | Score \_\_\_\_\_ |
| **Style** | Level of presentation is appropriate for the listeners. Pacing is appropriate for audience. Speaker knows material and is comfortable in front of group; can be heard by all. | Level of presentation is generally appropriate. Pacing is often too fast or too slow. Speaker is a bit uncomfortable at times and sometimes reads info. Audience occasionally has trouble hearing. | Aspects of presentation are too elementary or too sophisticated for audience. Speaker seems uncomfortable and can be heard only if listener is very attentive. Much of the info is read. | Presentation is consistently too elementary or too sophisticated for audience. Speaker is noticeably anxious and cannot be heard. Info is read to audience. | Score \_\_\_\_\_ |
| **Content** – Depth & Accuracy | Explanations of key concepts and theories are accurate, complete, and thorough. Strong support is provided for each claim.  Listeners gain new insights. | For the most part, explanations of key concepts and theories are accurate and complete.  No significant errors are made.  Listeners recognize any errors made to be result of nervousness or oversight. | Explanations of concepts and theories are mostly inaccurate or incomplete. Minimal attempt made to tie theory to practice. Listeners gain little from presentation. Info is only useful if the listener can determine what info is reliable.  Some info is accurate but errors are often distraction to the listeners. | Explanations of concepts and theories are inaccurate and incomplete. No attempt to tie theory to practice. Listeners gain nothing from presentation & unable to depend on presentation as a source of accurate information.  Errors made are distracting to knowledgeable listeners. | Score \_\_\_\_\_ |
| **Use of Communication Aids** | Communication aids enhance presentation and are prepared in a professional manner.  The font on the visuals is readable.  Info is presented in an organized manner to help with audience understanding.  Details are concise so main points stand out.  Graphics and visual aids reinforce the information and maximize audience understanding. They are also viewable in the back of the room. | Communication aids contribute to the quality of the presentation.  The font size is mostly readable.  Appropriate info is included.  Some material is not supported by visual aids.  Graphics and visual aids mostly reinforce the information and often assist with audience understanding. They are also viewable in the back of the room. | Communication aids are poorly prepared or used inappropriately.  The font size is too small to read.  Too much info is included.  Unimportant info is highlighted, and may confuse the audience.  Occasional use of graphics and visual aids were used that rarely support the overall presentation.  They are not colorful or clear; lack smooth transition. | No communication aids are used, or they are so poorly prepared that they take away from the presentation. | Score \_\_\_\_\_ |
| **Language** – Use of Grammar, Word Choice, Verbal delivery | Speaker is poised and clearly comfortable in front of the group. Clear articulation, proper volume, steady rate, demonstrates enthusiasm and confidence.  Correct pronunciation of terms.  Uses words appropriate for context and uses correct grammar.  Presentation has no grammatical errors or misspellings. | Speaker clearly articulates but is not as polished. Slightly uncomfortable at times. Most can hear the presentation.  Most terms are pronounced correctly.  Most of the time the speaker uses terms appropriate for context and uses correct grammar.  Presentation has very few grammatical errors or misspellings. | The speaker seems uncomfortable. The audience has some trouble hearing the presentation.  Many terms are incorrectly pronounced and are inappropriate for the context. Grammar is often used incorrectly.  Presentation has 3-5 misspellings and/or grammatical errors.  Delivery involves some speech disruptions which are distracting to audience. | The speaker is obviously anxious and cannot be heard or is monotone with very little to no expression.  Speaker incorrectly pronounces terms and mumbles.  Terms are inappropriate for the context and grammar is incorrect.  Presentation has more than 5 misspellings and/or grammatical errors.  The audience cannot focus on the ideas presented due to the speaker’s difficulties with grammar and appropriate vocabulary.  Delivery is too soft, includes frequent pauses and speech disruptions (i.e. um) | Score \_\_\_\_\_ |
| **Non-Verbal** **Delivery & Personal Appearance** | Eye contact, posture, gestures, facial expression and movements enhance presentation.  Personal appearance is professional and completely appropriate for the presentation and audience. | Most of the time eye contact, posture, gestures, facial expression and movements enhance presentation.  For the most part, personal appearance is appropriate for the presentation and audience. | Eye contact, posture, gestures, facial expression and movements neither enhance nor hinder success of presentation.  Personal appearance is somewhat inappropriate for the presentation and the audience. | Eye contact, posture, gestures, facial expression and movements are inappropriate and are very distracting.  Personal appearance is inappropriate for the presentation and audience. | Score \_\_\_\_\_ |
| **Question & Answer Period** | Encourages audience interaction.  Demonstrates extensive knowledge of the topic by responding accurately, confidently and appropriately to all audience questions. | Encourages audience interaction.  Demonstrates knowledge of the topic by responding accurately and appropriately to audience questions.  Comfortable with answers to questions by does not go into detail. | Hesitantly interacts with audience.  Demonstrates some knowledge of basic questions by responding accurately to them. | Avoids or discourages audience participation.  Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions. | Score \_\_\_\_\_ |

*\*\* Rubric adapted from: 1. Iowa State University, 2014. Oral Presentation Rubric,* [*http://www.educ.iastate.edu/elps/rubricoral.htm*](http://www.educ.iastate.edu/elps/rubricoral.htm)*, accessed January 31, 2014; 2. Huba, ME & Freed, JE. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning; 3. University of Southern Mississippi, 2014. Oral Communication Rubric* [*http://www.usm.edu/gulfcoast/sites/usm.edu.gulfcoast/files/groups/learning-commons/pdf/oral\_communication\_rubric.pdf*](http://www.usm.edu/gulfcoast/sites/usm.edu.gulfcoast/files/groups/learning-commons/pdf/oral_communication_rubric.pdf)*, accessed January 31, 2014.*