PRESENTATION EVALUATION (RUBRIC PROJECT)

SCORE / CRITERIA	*Excellent (5 points)*	*Very Good (4 points)*	*Good (3 points)*	*Fair (2 points)*	*Incomplete/Not done (1-0 points)*	COMMENTS/ SUGGESTIONS
CONTENT						
Informative value (depth of content presentation, clear point of view, logical sequence of information)	the message is clear and concise, with a very logical progression of ideas, includes all requirements of the **instruction**	the message reflects a fairly logical progression of ideas, includes all requirements of the **instruction**	the message reflects a fairly logical progression of ideas, includes less than 50% of requirements of the **instruction**	the message is vague in conveying an idea and does not create a strong sense of purpose	the message lacks a clear idea and logical sequence of information, missing requirements	
ORGANIZATION						
Structuring (introduction, body, conclusion)	in the introduction, presenter used good attention grabber, gave overview clearly indicating organization and content, and spoke strongly, emphatically, and confidently; effectively ordered major sections of the presentation in a logical, easy-to-follow manner; provided clear transitions from one section to the next, and used repetition as necessary to clarify and make points memorable; adequately signaled the end of presentation so listeners were not surprised,	presenter achieved most of the aspects listed	presenter achieved many of the aspects listed	presenter achieved some of the aspects listed	no strong introduction; no objectives; lack of transitions; poor conclusion	

	restated and drove main points home, left listeners with a lasting impression					
Delivery	speaking with fluctuation in volume and inflection to maintain audience interest and emphasize key points	speaking with good variation of volume and inflection	speaking with satisfactory variation of volume and inflection	speaking in uneven volume with little or no inflection	speaking in low volume and/ or monotonous tone, which causes audience to disengage	
Audience Awareness	demonstrating strong enthusiasm about topic during entire presentation; significant increase of audience understanding and knowledge of topic	showing some enthusiastic feelings about topic; raise of audience understanding and awareness of most points	showing mixed feelings about the topic being presented; raise of audience understanding and knowledge of a few points	showing little feelings about the topic being presented; raise of audience understanding and knowledge of few points	showing no interest in topic presented; failing to increase audience understanding of knowledge of topic	
LANGUAGE QUALITY						
Fluency	smooth flow of speech, volume is excellent	smooth and fluid speech, few hesitations a slight search for words	speech is relatively smooth; some hesitation; searching for words; volume wavers	speech is frequently hesitant with many pauses and restart; volume is very soft	short memorized phrases; reading	
Pronunciation (rhythm, intonation, word stress, sentence stress, linking, sound articulation)	pronunciation, rhythm and intonation are always clear and accurate	pronunciation, rhythm and intonation are almost clear and accurate	pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand	pronunciation, rhythm and intonation are not clear enough, errors sometimes make it difficult to understand the student	frequent problems with pronunciation and intonation; voice is too quiet to hear; hard to understand	
Use of Vocabulary	excellent control of language features; a wide range of well-chosen vocabulary	good language control; good range of relatively well-chosen vocabulary	adequate language control; vocabulary range is lacking	weak language control; basic vocabulary choice is clearly lacking	no language control; vocabulary doesn't match the task	
Grammar Accuracy	use of variety of grammatical structures, no grammatical	a few grammatical errors that do not affect understanding	frequent grammatical errors that do not affect understanding	frequent grammatical errors that negatively affect understandin	a lot of grammatical errors that negatively affect understanding	

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BODY LANGUAGE						
Eye Contact	holding attention of entire audience with the use of direct eye contact, without looking at notes	holding attention of entire audience with the use of direct eye contact, seldom looking at notes	consistent use of direct eye contact with audience, but still returns to notes	displaying minimal eye contact with audience, while reading mostly from the notes	holding no eye contact with audience, as entire report is read from notes	
Posture	presenter exhibits strong composure and confidence; has excellent posture; appearance enhances presentation	presenter exhibits good overall poise and composure; has good posture appearance is appropriate to presentation	presenter demonstrates an overall lack of composure; has poor posture (fidgeting, etc.) or inappropriate appearance	presenter has posture and appearance that detract from presentation	presenter demonstrates complete lack of composure and control	
VISUAL AIDS DESIGN						
Presentation Format (the length of presentation should be weighed in balance with the content, intended audience, other technical considerations)	presentation is no longer than 5 min.	presentation is no longer than 5 min. or less than 3 min.	presentation is either too short (less than 3 min.) or slightly too long (over 5 min.)	presentation is too long (more than 6 min.)	presentation is over 8 min. or under 2 min.	
Visual Aids Quality (visual aids with well-chosen words and graphics which complement the speaker, and consistent with the time limit of the presentation)	the visual aids are informative and well designed, easy to read, and complement the speaker's content; clear font style and size, good use of space; minimal text on each slide; the number of slides is consistent with the time limit of the presentation	presenter achieved most of the aspects listed	presenter achieved many of the aspects listed	presenter achieved some of the aspects listed	the visual aids are unfocused and poorly framed; text-heavy	
Visual Aids Effects (proficiency in special tools; efficiency in the use of visual means: animation, sound effects/music, video)	used all choices and unusual combinations or changes; digital effects are used appropriately for	used most choices and unusual combinations or changes; color and animations are used appropriately	used several choices and unusual combinations or changes; some overuse or inappropriate use of color or	used few choices; lack of visual appeal; overuse of color or animations.	no choices; no visuals; no color or animations	

	emphasis; color and animations are used judiciously; effects are used to focus attention		animations			
INTERACTION						
Question-&-Answer Session (Interaction with Audience)	presenter communicated effectively with audience soliciting questions and providing satisfactory responses	presenter generally communicated with the audience, though he or she became distracted from time to time and was not always able to provide a coherent answer to questions	presenter seemed to be slightly distant from the audience and was not able to adequately respond to questions	presenter seemed to have no connection with the audience but made attempt to solicit questions from the audience	no connection with the audience	

Maximum Score **70**