

## Presentation Rubric (ages 14+)

### Suggested criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
<b>Content</b>	<p>Presentation includes all required content in a thoughtful way. Presentation topic is clearly articulated and thoroughly developed.</p> <p>Presentation falls within the target length of time.</p>	<p>Presentation includes all required content. Presentation topic is clear and adequately developed.</p> <p>Presentation may be slightly shorter or longer than the target length of time.</p>	<p>Presentation attempts to include required content. Presentation topic may be unclear and/or somewhat undeveloped.</p> <p>Presentation may be significantly shorter or longer than the target length of time.</p>	<p>Presentation barely addresses the topic, or does not address the topic at all.</p>
<b>Organization of ideas</b>	<p>There is a well-defined introduction and conclusion.</p> <p>There is a highly logical, compelling progression of ideas from start to finish.</p> <p>There are skillful transitions between different parts of the presentation.</p>	<p>There is an introduction and conclusion.</p> <p>Ideas are presented logically.</p> <p>There are transitions between different parts of the presentation.</p>	<p>Presentation may lack a distinct introduction and/or conclusion.</p> <p>There are sections of the presentation organized around a particular idea, but the ideas within that section may be disjointed.</p> <p>There are some missing transitions, and/or transitions are weak.</p>	<p>Presentation has very little or no apparent organization.</p> <p>The progression of ideas has no apparent logic.</p>
<b>Delivery</b>	<p>Posture is open and confident. Eye contact is consistent across the whole audience. Notes are referenced only occasionally and briefly.</p> <p>Words are clearly enunciated at a natural pace. Volume is appropriate and steady.</p> <p>There is a masterful use of formal spoken English throughout the presentation, except for effect (e.g. slang might be used for humor).</p>	<p>Posture is mostly open. There is frequent eye contact across most of the audience. Notes may be referenced often, but this does not significantly disrupt the flow of the presentation.</p> <p>Words are easily understood, although pace may be slightly faster or slower than natural. Volume is mostly appropriate, with only a few variations.</p> <p>Most of the presentation uses formal spoken English, but there may be some lapses and/or errors.</p>	<p>Posture is somewhat closed. There is occasional eye contact, but it may be directed to only one part of the audience. There may be a heavy reliance on notes, disrupting the flow of the presentation.</p> <p>Some parts of the presentation may be difficult to follow because of issues with enunciation, pace, and/or volume.</p> <p>There may be obvious difficulties with formal English usage, such as frequent slang or grammatical errors.</p>	<p>There is little or no effort to engage the audience with body language or eye contact. Student may simply read notes aloud.</p> <p>Most or all of the presentation is difficult to follow because of issues with enunciation, pace, and/or volume.</p> <p>Conventions of formal English are mostly unobserved.</p>
<b>Presentation aids</b>	<p>Presentation effectively uses audio/visual aids to enhance audience interest and understanding. Audio/visual aids are clear, well-organized, and show creativity.</p> <p>Audio/visual aids contain very few or no errors in grammar, punctuation, or spelling.</p>	<p>Presentation uses audio/visual aids that are mostly effective at enhancing audience interest and understanding. Audio/visual aids are mostly clear and well-organized.</p> <p>Audio/visual aids may contain a few slight errors in grammar, punctuation, and/or spelling.</p>	<p>Presentation includes audio/visual aids, but large portions may be difficult to follow. Audio/visual aids may be used as an afterthought.</p> <p>Audio/visual aids may contain several errors in grammar, punctuation, and/or spelling, which may make the aids harder to follow.</p>	<p>Presentation does not include audio/visual aids, or they do not at all help the audience to follow the presentation.</p> <p>Audio/visual aids may contain many errors in grammar, punctuation, and/or spelling, which may make the aids difficult or impossible to follow.</p>

Optional criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
<b>Response to audience questions</b>	<p>Responses to audience questions are respectful, on-topic, articulate, and accurate.</p> <p>Student shows a mastery of topic knowledge but admits when certain points are outside the student's knowledge.</p>	<p>Responses to audience questions are respectful, on-topic, and accurate. Responses may be slightly rambling.</p> <p>Student shows adequate knowledge of the topic and admits when certain points are outside the student's knowledge.</p>	<p>Responses to audience questions are respectful, mostly accurate, and attempt to remain on-topic. Responses may ramble at length.</p> <p>Student shows some knowledge of the topic, but it is still developing. Student may unsuccessfully attempt to answer questions that are outside the student's knowledge.</p>	<p>Responses to audience questions are disrespectful, mostly inaccurate, and/or off-topic.</p> <p>Student shows very little or no knowledge of the topic. Student may actively misrepresent their knowledge of the topic.</p>
<b>Group participation</b>	<p>Student worked very effectively with other group members. All group members wholeheartedly agree that the student contributed their fair share to the presentation.</p> <p>Student shows leadership within the group.</p>	<p>Student worked effectively with other group members. All group members agree that the student contributed their fair share to the presentation.</p>	<p>Student mostly worked well with other group members but may have had some difficulties. Group members may feel that the student did not quite contribute their fair share to the presentation.</p>	<p>Student did not work well with other group members, and/or group members feel that the student did not contribute to the presentation.</p>
<b>Academic citations</b>	<p>Academic citations are always included where appropriate.</p> <p>All citations are formatted correctly.</p>	<p>Academic citations are always included where appropriate.</p> <p>Most citations are formatted correctly.</p>	<p>Academic citations are usually included where appropriate.</p> <p>At least some citations are formatted correctly.</p>	<p>Academic citations are rarely or never included where appropriate, or citations are rarely or never formatted correctly.</p>