

Rubric: Oral Presentation

Criteria	Professional	Experienced	Developing	Novice
Content What the speaker talked about; the information that was shared 40 points	☐ Speaker presented relevant, accurate, up-to-date information.	☐ Audience responded favorably to examples that were outside their experience.	☐ Examples strayed from the point or required some thought to grasp.	☐ Examples were difficult for the audience to grasp or totally inappropriate for the occasion.
	☐ Supporting information was provided for each point made.	☐ Unsupported points did not create a sense of unfinished business.	☐ Several points were vague or unsupported by evidence.	☐ Points were vague and lacked any supporting evidence.
	☐ Examples were relevant to the audience and occasion.	☐ Speaker presented information that was relevant and accurate, but outdated.	☐ Speaker presented relevant information that was obviously incorrect and outdated.	☐ Speaker wandered from topic to topic or gave information that seemed unrelated to scenario.
	☐ Speaker responded to questions fully, knowledgeably, and without hesitation.	☐ Speaker responded hesitantly, but knowledgeably to questions.	☐ Speaker responded hesitantly and uncomfortably, providing sketchy information in answer to questions.	☐ Speaker gave vague, nonspecific responses to questions.
Delivery How the speaker presented the information; the speaker's performance in front of an audience 20 points	☐ Speaker appeared confident and relaxed.	☐ Speaker's initial nervousness was not distracting.	☐ Speaker's apparent discomfort was distracting on occasion.	☐ Speaker's nervousness was distracting throughout the presentation.
	☐ Volume and pace made a positive contribution to speaker's message, helping to show the speaker's enthusiasm for the topic and engaging listeners in it.	☐ Volume and pace were satisfactory, showing the speaker's interest in the topic, but did nothing to engage listeners.	☐ At some points, unvaried or erratic volume and pace detracted from the presentation, making listeners think that the speaker had no feelings about the topic.	☐ Unvaried or erratic volume and pace detracted from the presentation, allowing listeners to think the speaker was uninterested in or uncomfortable with the topic.
	☐ Transitions from point to point flowed smoothly.	☐ Most transitions from point to point were smooth.	☐ Transitions from point to point were occasionally awkward.	☐ Transitions from point to point were bumpy or nonexistent.
	☐ Presentation had originality and creative choice of examples.	☐ Presentation had some originality and creative choice of examples.	☐ Treatment of topic and choice of examples were fairly traditional.	☐ Presentation relied fully on traditional treatment of topic and examples.

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Delivery (cont'd)	☐ Accurate visual aids, including charts and graphs, supported, focused, clarified and reinforced presentation.	☐ Accurate visual aids, including charts and graphs, added some support to presentation.	☐ Visual aids, including charts and graphs, had to be read to the audience and contained a few inaccuracies.	☐ Inaccurate or incomplete visual aids, including charts and graphs, detracted from presentation and were difficult to see and decipher.
	☐ Nonverbal communication (professional manner, eye contact, etc.) added to purpose of presentation.	☐ Nonverbal communication was usually supportive of presentation.	☐ On a few occasions nonverbal communication was distracting.	☐ Nonverbal communication diverted audience attention from presentation's purpose.
	☐ Speaker was appropriately dressed and well-groomed, creating a positive impression on the audience.	☐ Speaker's dress and grooming were adequate for the presentation.	☐ Some items of the speaker's dress or grooming were distracting.	☐ Speaker was dressed and groomed for another occasion.
Organization How the information was put together; the flow of the presentation 20 points	☐ Presentation was structured with definite beginning, middle and end.	☐ Beginning, middle, and end of presentation were present but not clearly identified.	☐ Beginning, middle, or end of presentation was difficult to define.	☐ Beginning, middle, or end of presentation was missing.
	☐ Speaker's main points were easy to follow and logical with points building on each other.	☐ Speaker's main points were generally easy to follow and logical.	☐ Speaker's main points were logical but difficult to follow.	☐ Speaker's main points were so difficult to follow that their logic could not be determined, or they were illogical.
	☐ Introduction engaged audience in topic and outlined what the speech was about.	☐ Introduction was interesting and provided a partial description of what the speech was about.	☐ Introduction was standard for the topic and hinted at what the speech was about.	☐ Introduction was uninteresting, and speaker jumped into presentation without outlining what the speech was to be about.
	☐ Material was suited to length of presentation.	☐ Material was fairly well suited to the length of presentation.	☐ Speaker appeared to stretch or omit material to meet the length of the presentation.	☐ Speaker presented too much or too little material for length of presentation.
	☐ Presentation came to suitable conclusion with main points clearly summarized.	☐ Conclusion was satisfying, but summary of main points was unclear.	☐ Conclusion seemed unsatisfying, and/or summary of main points was vague.	☐ Presentation ended abruptly without a conclusion or summary of key points.

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Mechanics Practical application of skill; mechanical details or procedures 20 points	☐ Speaker's terminology was familiar to the audience or clearly explained.	☐ Speaker used a few unfamiliar words and did not explain them but they could be understood from the context.	☐ Speaker used some technical terms and did not explain them.	☐ Speaker relied on the use of technical terms and did not explain them.
	☐ Speaker's word choices painted vivid, precise pictures of the topic.	☐ Speaker's word choices were good, but did not trigger images.	☐ Speaker's word choices were standard, but adequate.	☐ Speaker's word choices were traditional and wordy.
	☐ Speaker used correct grammar and standard English throughout the presentation.	☐ Speaker used correct grammar, occasionally incorporating slang into the presentation.	☐ Speaker made a few grammatical mistakes and used slang throughout the presentation.	☐ Speaker's presentation was hampered by grammatical mistakes and reliance on slang.
	☐ Speaker pronounced words correctly and clearly, making it easy for the audience to understand what was being said.	☐ Speaker pronounced words clearly but mispronounced a few words.	☐ Speaker occasionally mumbled and mispronounced words, making it difficult for the audience to understand what was being said.	☐ Speaker mumbled and mispronounced words, making it almost impossible for the audience to understand what was being said.
	☐ Vocal pauses were used for emphasis rather than being filled with dead words such as "uh," "and," or "like."	☐ Vocal pauses were not used for emphasis.	☐ Speaker occasionally filled pauses with dead words.	☐ Speaker filled pauses with dead words such as "uh," "and," or "like" throughout presentation.
	☐ Speaker's use of notes was not distracting and/or noticeable.	☐ Speaker's actions occasionally called attention to the use of notes.	☐ Speaker occasionally fumbled with notes.	☐ Speaker constantly fumbled with notes.
	☐ Presentation tools were used smoothly and were not distracting.	☐ Use of presentation tools attracted minor, but not negative attention.	☐ Use of presentation tools occasionally detracted from the presentation.	☐ Use of presentation tools hampered the presentation.
	☐ Speaker supported presentation with clear and easy-to-see visual aids that used correct grammar and spelling.	☐ Speaker's visual aids were clear, easy to see, and contained few errors in spelling or grammar.	☐ Speaker's visual aids contained many errors in grammar and spelling and required concentration to see and understand.	☐ Speaker's visual aids were too small/faint/dark to be seen easily and contained so many spelling and grammatical errors that they detracted from the presentation.