Oral Presentation Rubric

Student Name: _____ Date: _____

Class/Preceding: _____

Evaluator Name: _____

Scoring--delivery (see description on pages 3 & 4)

A. Organization	1	2	3	4	Fixed Point Values
B. Presentation (visual aids)	1	2	3	4	
C. Delivery (body language/style)	1	2	3	4	
D. Elocution (words/volume)	1	2	3	4	
E. Technical Elements (appropriate style/details)	0	1	2	3	Variable Point Values to Reach 30 Possible Points
F. Within Time Guidelines	0	1	2		
G. Free of Substantial Spelling Errors	0	1			
H. Experimental Data Utilized	0	1	2		
I. Ability to Field Questions	0	1	2	3	
J. Audience appropriate	0	1	2	3	

Total Score: _____

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Student Name: _____ Date: _____

Class/Preceding: _____

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Scoring--content (see description on page 5)

K. Problem	2	4	6	8
L. Evaluation of Experimental Data	2	4	6	8
M. Conclusions	2	4	6	8
N. Understanding of topic	2	4	6	8

Score part 2 _____

Score part 1 _____

Total score (of 60) _____

Total score (of 100) _____

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Evaluation Rubric Description

Fixed Point Value Skills

	1	2	3	4
Organization	Sequence of information is poor or missing. Audience cannot follow.	Presenter does not follow presentation, jumping around.	Information is presented in a logical sequence the audience can follow.	Information is presented in a logical and interesting sequence.
Presentation	Presenter does not use appropriate graphics or uses superfluous graphics	Presenter uses graphics that rarely support the text and presentation.	Presenter uses graphics that relate to the text and presentation.	Presenter uses graphics and text that relate and reinforce the ideas presented.
Delivery	Presenter has poor body language, eye contact, and reads from the slides or notes.	Presenter has poor body language, makes some eye contact, and mainly reads from slides or notes.	Presenter has professional body language, makes eye contact, but frequently reads from the slides or notes.	Presenter has professional body language, makes eye contact, and rarely uses the slides or notes as cues for their presentation
Elocution	Presenter mumbles, mispronounces words and speaks too softly.	Presenter speaks too softly and mispronounces words	Presenter speaks at proper volume with a clear voice, while pronouncing most words correctly.	Presenter uses proper volume, speaks clearly and uses precise pronunciation of words.

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Technical Elements	Major technical difficulties that the presenter should have anticipated	Presentation is missing several elements as listed to the left or minor technical difficulties	Presentation is missing one of the technical elements to the left or used inappropriately	Technical elements worked (as within control of presenter) and were ready. Presentation contains all references, citations and acknowledgments in appropriate location
Within Time Guidelines	Far outside the expected window		Within the expected window	
Free of Substantial Spelling Errors?	Has numerous spelling errors, such that audience notices	Has the rare or occasional spelling error		
Experimental Data Utilized	Student did not analyze any data in their presentation or improperly analyzed the data from their research or topic.	Student analyzed data properly, but failed to discuss appropriate trends/results from the data, or to connect data to overall goal of the research/topic.	Student analyzed data properly, discussed appropriate trends/results from the data, and connected data to overall goal of the research/topic.	
Ability to Field Questions	Presenter is unable to handle questions	Presenter responds well to most questions but flustered by unexpected questions.	Presenter confidently responds to questions and shows an ability to think through unexpected questions.	
Audience appropriateness	Presenter did not consider audience	frequently assumed knowledge and/or was at level too simple for audience interest	occasionally assumed knowledge audience did not have	presentation was at the right level for audience

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	2	4	6	8
Problem	topic was not defined	problem not well defined	Some evidence lacking or inappropriate to problem	Problem well defined and evidence to support discussion provided
Evaluation of Experimental Data	experimental results do not connect to problem	most results are not used correctly	some results not interpreted correctly	results clearly connect to problem and are used appropriately
Conclusions	most conclusions are not valid	some conclusions are not valid for information presented	one conclusion is not obviously connected but can be explained on questioning	conclusions follow logically and obviously from presentation
Understanding of topic	presenter showed no understanding of some basic ideas	one basic concepts was not understood or many difficult concepts not understood	presenter was uncomfortable with one or two difficult concepts	presenter completely understood topic presented