

## PRESENTATION SKILLS RUBRIC

	4 - EXEMPLARY	3 - PROFICIENT	2 - EMERGING	1 - NOVICE
<b>Purpose</b>	<b>Conveys</b> a clear purpose and a compelling central idea	<b>Conveys</b> a clear purpose and central idea	<b>Conveys</b> a purpose and central idea but could be clearer	<b>Needs to establish</b> a sense of purpose and a central idea
<b>Content</b>	<b>Presents</b> material that fits and <b>supports</b> the purpose and central idea in a creative, engaging, and insightful way Thoroughly <b>develops</b> distinct main points <u>Optional:</u> <b>Creates</b> superior visual aids that clearly relate to and enhance the presentation	<b>Presents</b> material that sufficiently fits and supports the purpose and central idea Adequately <b>develops</b> distinct main points <u>Optional:</u> <b>Creates</b> good visual aids that need minor improvement but relate to and enhance the presentation	<b>Presents</b> relevant material that fits the purpose and central idea but needs more supporting information <b>Presents</b> discernible main points, but they need to be clearer and more fully developed <u>Optional:</u> <b>Creates</b> visual aids that need substantial improvement but relate to and enhance the presentation	<b>Needs</b> solid, relevant material to support the presentation <b>Needs</b> discernible main points <u>Optional:</u> <b>Needs</b> relevant visual aids to enhance the presentation
<b>Organization</b>	<b>Uses</b> a logical, well-constructed pattern that fits the purpose of the presentation <b>Unifies</b> ideas with smooth transitions and clear signals <b>Creates</b> a presentation that flows seamlessly	<b>Uses</b> a recognizable pattern that fits the purpose of the presentation <b>Unifies</b> ideas with some transitions and signals <b>Creates</b> a presentation that flows well overall	<b>Uses</b> a pattern that generally fits the purpose of the presentation  <b>Needs</b> clearer transitions and signals <b>Creates</b> a presentation that generally flows but sometimes seems disjointed	<b>Needs</b> an identifiable, logical pattern  <b>Needs</b> transitions and/or signals to move the speech along <b>Creates</b> a presentation that seems disjointed
<b>Language</b> (includes word choice, grammar, and punctuation)	<b>Uses</b> language that is vivid and completely clear, accurate, and appropriate for the situation or occasion	<b>Uses</b> language that is completely clear, generally accurate, and generally appropriate for the situation or occasion	<b>Uses</b> language that is generally clear and appropriate for the situation or occasion but has glaring inaccuracies that detract from the presentation	<b>Needs</b> language that is much clearer, more accurate, and more appropriate for the situation or occasion
<b>Delivery</b>	<b>Maintains</b> exceptional eye contact, volume, vocal variety, and nonverbal communication (gestures, facial expressions, stance, and dress) <b>Speaks</b> at a rate that is completely easy to follow and understand <b>Conveys</b> meaning with well-placed, non-vocalized pauses (“um,” “uh”) <b>Incorporates</b> visual aids (if used) smoothly and effectively	<b>Maintains</b> good eye contact, volume, vocal variety, and nonverbal communication (gestures, facial expressions, stance, and dress) <b>Speaks</b> at a rate that is generally easy to follow and understand <b>Seldom fills</b> pauses with “um,” “uh,” etc. <b>Incorporates</b> visual aids (if used) effectively overall but could use more polish	<b>Maintains</b> some eye contact, volume, vocal variety, and nonverbal communication (gestures, facial expressions, stance, and dress) <b>Sometimes speaks</b> too quickly and/or indistinctly <b>Often fills</b> pauses with “um,” “uh,” etc. <b>Incorporates</b> visual aids (if used) with some difficulty	<b>Reads</b> notes or manuscript to the audience; needs substantial work on volume, variety, and nonverbal communication <b>Consistently speaks</b> too quickly and/or indistinctly <b>Consistently fills</b> pauses with “um,” “uh,” etc. <b>Incorporates</b> visual aids (if used) with much difficulty
<b>Supporting materials/ information literacy (if applicable)</b>	<b>Selects</b> authoritative, accurate, reliable, and timely scholarly and/or trade sources that are relevant to the topic; adjusts topic accordingly <b>Integrates</b> and <b>balances</b> paraphrasing, summarization, and quotation to support thesis and points, while <b>respecting</b> source material’s original context <b>Uses</b> proper references & citations for all sources	<b>Selects</b> authoritative, accurate, reliable, and timely scholarly and/or trade sources that are relevant to the topic <b>Integrates</b> paraphrasing, summarization, and quotation to support thesis and points <b>Uses</b> proper references & citations for all sources	<b>Selects</b> sources that are relevant to the topic, but some may lack authority, accuracy, reliability, or timeliness <b>Relies too heavily</b> on paraphrasing or summarization or quotation of information supporting thesis and points <b>Uses</b> references & citations for sources with a minimum of errors or problems <b>May plagiarize</b> incrementally	<b>Selects</b> sources that are irrelevant or only marginally relevant to the topic & lack authority, accuracy, reliability, & timeliness <b>Omits</b> information supporting thesis and points, or sources were quoted only, or sources were improperly quoted <b>Neglects</b> references or citations, or references or citations have significant errors <b>May plagiarize</b> egregiously, whether deliberate or not