

SENIOR PRESENTATION RUBRIC

Student Name: _____ Judge Name: _____

Critical Elements	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	Score
Introduction: Personal introduction, reason for choosing topic and purpose of project is clearly stated.	Engaging introduction. Thorough coverage of the reason and purpose behind project.	Introduction present. Appropriate coverage of the reason and purpose behind project.	Introduction minimally present and engaging. Reason and purpose behind project more of a generalization.	Little or no student introduction. Little or no discussion of reason or purpose.	
Content: (Speech Body) Clearly states main points and contains accurate/appropriate supporting details.	The speaker focuses on relevant content and uses frequent supporting details to support his/her topic. Main points are consistently clear, accurate and appropriate.	The speaker focuses primarily on relevant content and speaks to the topic. Main points are clear, accurate, and appropriate – but supporting details are used inconsistently.	The speaker includes some relevant content; wanders off topic. Supporting details are not used effectively.	The speaker focuses primarily on irrelevant content. Little or no supporting details are used.	
Organization: Summarizes, clear/logical flow of ideas.	Presentation is well organized with a clear beginning, middle and end. There is a strong organizing theme with clear main ideas and transitions. Interesting and easy to follow.	Student presents information in a logical sequence which the audience can follow.	Speaker loses train of thought, or jumps around in such a way that connections are attempted but not made clear for the audience.	Audience cannot understand the presentation because there is no sequence of information.	
Knowledge Depth: Provides a variety of types of content: generalizations, details, examples, reflection.	Meaningful research; project is of superior quality. Student shows in-depth knowledge of topic through a variety of details.	Research applied to quality product; student shows depth of knowledge through several types of details.	Research lacks depth; project lacks quality or meaning. Generalizations are the main type of detail.	Research not evident or not applied to project.	
Relation to Learning: Relates research to project/product to presentation.	Student uses research skillfully to support their position/thesis.	Student uses research adequately to support their position/thesis.	Minimal use of research to support student position/thesis.	Little or no research used to support student position/thesis.	
Panel Questions: Impromptu skills and quality of responses.	Answers questions with ease and expertise; shows clear understanding.	Answers all simple questions; difficult questions show noteworthy and emerging understanding.	Inability to answer critical questions; shows some knowledge but limited understanding.	Inconsistent; unclear answers; shows limited knowledge with no deeper understanding.	

Critical Elements	Proficient (3)	Basic (2)	Below Basic (1)	Score
Visual Delivery: Posture, stance, body language, facial expressions, eye contact, attire.	<ul style="list-style-type: none"> Posed, confident stance. Frequently makes eye contact with entire audience. Deliberate gestures. Most facial expressions compliment presentation content. Professional attire. 	<ul style="list-style-type: none"> Overly relaxed or rigid stance. Some breaks in eye contact or focuses on just 1 or 2 people in the audience. Nervous gestures. Nervous or rigid facial expressions. Casual attire. 	<ul style="list-style-type: none"> Excessive movement. Little or no eye contact. Distracting gestures (fidgeting with hair, clothes, etc.). Facial expressions do NOT complement presentation content. Unprofessional attire. 	
Verbal Delivery: Pitch/tone, pacing, pause, volume, rehearsed.	<ul style="list-style-type: none"> Volume projects well. Expressive tone/inflection. Conversational rate. Use of pause to mark transitions between ideas. Rarely reads from note cards. Well-rehearsed. 	<ul style="list-style-type: none"> Inconsistent volume. Some expressive tone/inflection. Fast rate. Some unplanned distracting pauses (um, uh, like, etc.). Occasionally reads from note cards. Rehearsed. 	<ul style="list-style-type: none"> Volume is too low. Minimal expressive tone/inflection. Fast, nervous pace. Frequent unplanned distracting fillers (um, uh, like, etc.). Reads majority of speech. Minimally or not rehearsed. 	
Integration of Power Point (and/or audio/visual elements): Flow, purpose and function.	<ul style="list-style-type: none"> Smoothly integrates PowerPoint into the presentation – slide content adds to/supports oral presentation. Visuals/graphics appropriate to topic, appropriate in size and placement, and contain no errors in grammar or mechanics. 	<ul style="list-style-type: none"> Occasionally PowerPoint replaces rather than augments the presentation. Student sometimes reads parts of slides to the audience. Occasionally disconnected to speech content or errors in grammar, mechanics or function. 	<ul style="list-style-type: none"> Fails to integrate PowerPoint, or frequently reads slides directly to the audience. Frequently disconnected to speech content. Frequent errors in grammar and mechanics. 	
Use of Time: Panel questions NOT included in the count.	<ul style="list-style-type: none"> Presentation runs between 10-15 minutes. 	<ul style="list-style-type: none"> Presentation runs over OR under the required time by 1 to 2 minutes. 	<ul style="list-style-type: none"> Presentation has to be cut off by timing judge OR under the required time by 3 minutes or more. 	

SCORE

Passing score is 26/36

Score, Page 1: _____/24

Score, Page 2: _____/12

Total Score: _____/36