**Oral Communication/Presentation Skill Rubric**

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| --- | --- | --- | --- | --- |
| **Performance Area** | **3: Exceeds Standards** | **2: Meets Standards** | **1: Fails to Meet Standards** | **Score** |
| **Organization of Ideas:** | Presenter follows logical sequence and provides explanations / elaboration. | Presenter follows logical sequence, but fails to elaborate. | Presenter does not follow logical sequence (jumps around in presentation). | 3 2 1 |
| **Eye Contact:** | Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation. | Presenter maintains eye contact with audience most of the time, but frequently returns to notes. | Presenter reads most or all of report, making little to no eye contact with audience. | 3 2 1 |
| **Effectiveness of Delivery:** | Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely. | Presenter’s voice is relatively clear, but too low to be heard by those in the back of the room. Presenter makes several major grammatical errors, and mispronounces some terms. | Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Presenter speaks too quietly to be heard by many in audience. | 3 2 1 |
| **Conclusion:** | Effectively summarizes the presentation and provides a sense of closure. | Provides an adequate summary &/or recommendation that is reasonable given the information/analysis presented. | Weak or no conclusion provided (it is too vague to be of any practical value) or the recommendation is weakly related to the analysis. | 3 2 1 |
| **Responsiveness:**  a) Q&A  b) time | Addresses all questions in a manner that demonstrates a thorough command of the topic(s) of the presentation.  Speaker uses the allotted time effectively. Finishes on time. | Presenter demonstrates an ability to address most questions in a thoughtful and effective manner.  Speaker finishes on time but has to rush through last points to finish on time. | Presenter cannot address basic questions about the topic or addresses them in a superficial manner.  Speaker does not finish on time or finishes well before allotted time. | 3 2 1 |
| **Multimedia Support and**  **Visual Aids:** Charts,  animation, graphs, handouts, videos, slides, and sound | Presentation includes a balanced use of appropriate multimedia that enhances the overall presentation (easy to read, attractive, informative, and error free). | Presentation includes limited multi-media that enhance the overall presentation. Easy to read and informative, but not outstanding. | Presentation includes little or no multimedia or uses it in distracting or ineffective manner (difficult to read, has errors &/or typos, etc.). | 3 2 1 |

**MINI – PROJECT- REPORT RUBRIC**

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| --- | --- | --- | --- | --- | --- |
| CATEGORY | 5 | 4 | 3 | 2 | SCORE |
| Spelling and  Grammar | There are no spelling  or grammar  mistakes. | There are 1-2  spelling or grammar  mistakes. | There are 3-5  spelling or grammar  mistakes. | There are 5 or more  spelling or grammar  mistakes | 5-4-3-2 |
| Attractiveness &  Organization | The project is neat  and organized. | The project is  somewhat neat and  organized. | The project is a little  messy or  disorganized | The project is written  on notebook paper,  or is very sloppy | 5-4-3-2 |
| Requirements | * Found more than 5 topic related questions   Project exceeds  Requirements. | * Only 5 topic related questions found   Project meets  Requirements. | * Only 4 topic related questions found   Project is missing  one requirement. | * Only 3 topic related questions found   Project does not  meet requirements. | 5-4-3-2 |
| Creativity and  planning | The student spent a  great deal of time  planning. The project  is creative and  original as it is not more than 5 pages | The student spent  sometime planning.  The project is  somewhat creative  and original.  It is five pages | The student did not  spend enough time  planning. The project  is lacking in  creativity and  originality.  It is 6 pages | The student spent  little or no time  planning the project.  The project shows  no original thought or  creativity.  it is above six pages | 5-4-3-2 |
| Effort | Student went above  and beyond | Student spent a  great deal of time  and effort | Student put in some  time and effort | Student put in little  effort | 5-4-3-2 |

**Rubric for Power Point Presentation**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3: Exceeds Standards** | **2: Meets Standards** | **1: Fails to Meet Standards** | **Score** |
| **Background** | Background does not detract from text or other graphics. Choice of background is appropriate for this project. | Background does not detract from text or other graphics. Choice of background could have been better suited for the project. | Background makes it difficult to see text or competes with other graphics on the page. | 3 2 1 |
| **Text – Font Choice & Formatting** | Font formats (e.g. color, bold, italic) have been carefully planned to enhance readability and content. | Font formatting has been carefully planned to complement the content. It may be a little hard to read. | Font formatting makes it very difficult to read the material. | 3 2 1 |
| **Spelling & Grammar** | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings and/or grammatical errors. | Presentation has more than 2 grammatical and/or spelling errors. | 3 2 1 |
| **Use of Graphics** | All graphics are attractive (size and colors) and support the theme/content of the presentation. | All graphics are attractive but a few do not seem to support the theme/content of the presentation. | Several graphics are unattractive and detract from the content of the presentation. | 3 2 1 |
| **Effectiveness** | Project includes all material needed to gain a comfortable understanding of the topic. | Project includes most material needed to gain a comfortable understanding of the topic. | Project is lacking several key elements and has inaccuracies. | 3 2 1 |

# Rubric used for Evaluating Class Participation, Presentation and Comments

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| --- | --- | --- | --- |
|  | Strong Work 1 | Needs Development | Unsatisfactory |
| **Listening** | Actively and respectfully listens to peers and instructor | Sometimes displays lack of interest in comments of others | Projects lack of interest or  disrespect for others |
| **Preparation** | Arrives fully prepared with all assignments completed, and notes on reading, observations, questions | Sometimes arrives unprepared or with only superficial preparation | Exhibits little evidence of having read or thought about assigned material |
| **Quality of contributions** | Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material | Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students | Comments reflect little understanding of either the assignment or previous remarks in seminar |
| **Impact on seminar** | Comments frequently help move seminar conversation forward | Comments sometimes advance the conversation, but sometimes do little to move it forward | Comments do not advance the conversation or are actively harmful to it |
| **Frequency of participation** | Actively participates at appropriate times | Sometimes participates but at other times is “tuned out” | Seldom participates and is generally not engaged |

How Class Participation Be Graded

|  |  |
| --- | --- |
| **Grade** | **Criteria** |
| 0 | Absent |
| 1 | * Present, not disruptive. * Tries to respond when called on but does not offer much. * Demonstrates very infrequent involvement in discussion. |
| 2 | * Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. * Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). * Does not offer to contribute to discussion, but contributes to a moderate degree when called on. * Demonstrates sporadic involvement. |
| 3 | * Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. * Offers interpretations and analysis of case material (more than just facts) to class. * Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. * Demonstrates consistent ongoing involvement. |
| 4 | * Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). * Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. * Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. * Demonstrates ongoing very active involvement. |