

# Presentation Rubric + Evaluation

## Presentation Rubric

### Writing

- 1 Writes to repeat ideas of others.  
Uses some of the rules of language.  
Sometimes writes in incomplete or run-on sentences.  
Paragraphs are poorly organized or not used at all.  
Demonstrates comprehension at a literal level.
- 2 Writes to express own thoughts.  
Uses the rules of language with some success.  
Writes in complete sentences.  
Some use of paragraphs but they are not well developed.  
Comprehends messages well enough to paraphrase them.  
Uses word processing, spell check and grammar check.
- 3 Communicates clearly and uses the rules of language appropriately.  
Correctly uses paragraphs, topic sentence etc. with few errors.  
Uses the reading and writing process to create both rough and final drafts.  
Writing shows evidence of introduction, main body, and conclusion.
- 4 Uses the rules of language effectively—writing is basically error free.  
Thoughts are well organized and flow smoothly  
Interprets the work of others to express personal thoughts or meaning.  
Uses and interprets a variety of linguistic tools (figures of speech, metaphors, similes, etc.)

### Oral Skills

- 1 Talks softly or unintelligibly.  
Talks in a monotone.  
Is easily distracted or gets off track.  
Rarely looks at the audience.  
Often uses catch phrases such as “You know”, “Um” and “Like”.  
Fidgets or rocks back and forth.  
Uses inappropriate or unconnected gestures when speaking.
- 2 Voice quality is inconsistent.  
Sometimes speaks in a monotone.  
Stays focused most of the time.  
Sometimes makes eye contact or engages audience in a positive manner.  
Rarely uses catch phrases or stammers.  
Body language is appropriate.  
Uses appropriate gestures.
- 3 Voice quality is strong and clear.

Makes appropriate use of tone and inflection.

Remains focused and on task even when disrupted by the audience or by technical difficulties.

Uses body language and gestures that support the presentation

- 4 Quality of voice, tone, and inflection is conscious and enhances the presentation.  
Stays focused and is able to answer questions directly and appropriately relating back to the research or facts related to the presentation.  
The flow of the presentation is even and well paced.  
Uses body language and gestures that enhance the presentation.

### **Use of Technology**

- 1 Computer is only used for basic word processing.  
Visuals are printed "as is" from other sources such as web pages or other electronic documents.
- 2 PowerPoint or other presentation program is used with no modification of the basic format and layout.  
Limited or ineffective use of imported objects or pictures.  
Formatting does not demonstrate conscious layout or design of slides.  
Limited or no use of transitions or animation.
- 3 Presentation flows smoothly and there is some evidence of planning in the layout and design of the slides.  
Uses transitions and animation to add interest to text and objects.  
Uses objects and or photographs effectively to promote understanding and enhance the presentation.  
Use of text is limited and student does not "read" the presentation off of the visuals.
- 4 Presentation is well organized and there is evidence of planning the sequence and use of formatting to enhance the presentation.  
There is evidence that the use of layouts, fonts, text color, backgrounds, transitions and animations have been consciously chosen to enhance the quality of the presentation.  
Uses visuals appropriately as aids to the presentation while information that is not included on the visuals.  
Uses the notes pages or personal notes to recall additional information that is not presented in the visual portion of the presentation.  
Objects and pictures have been modified to enhance their effectiveness in the presentation.

# Presentation Evaluation Sheet

Name: \_\_\_\_\_

Educational Advisor: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	—
<b>Visuals</b>	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	—
<b>Mechanics</b>	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
<b>Delivery</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	—
				<b>Total</b> →	—

Teacher Comments:

### Learning Target Attempts and Presentation Comments


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