

Presentation Rubric for (name) _____

Project _____ Date _____

| Criteria | Description of levels of excellence | | | | Points |
|-------------------|--|--|---|---|--------|
| | 1 | 2 | 3 | 4 | |
| Organization | 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. | _____ |
| Content Knowledge | 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. | _____ |
| Visuals | Student used no visuals. | Student occasionally used visuals that rarely supported text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce and enhance presentation. | _____ |
| Mechanics | 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. | _____ |
| Delivery | 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. | _____ |
| | | | | Total Points = | _____ |