

ORAL-PRESENTATION GRADING RUBRICⁱ (20 points possible)

CRITERIA	LEVELS OF ACHIEVEMENT		
	Sophisticated (2 points)	Competent (1.5 points)	Not Yet Competent (1 point)
1. Organization	<ul style="list-style-type: none"> • Presentation is clear, logical, and well organized throughout. 	<ul style="list-style-type: none"> • Presentation is generally clear and organized but some points are confusing. 	<ul style="list-style-type: none"> • Listener can follow presentation only with effort. • Some arguments are not clear. • Organization seems haphazard.
2. Style	<ul style="list-style-type: none"> • Level of presentation is appropriate for the audience. • Presentation is a planned conversation, paced for audience understanding. • It is not a reading of a paper. • Speaker is clearly comfortable in front of the group and can be heard by all. 	<ul style="list-style-type: none"> • Level of presentation is generally appropriate. • Pacing is sometimes too fast or slow. • The presenter seems slightly uncomfortable at times, and the audience occasionally has trouble hearing him/her. 	<ul style="list-style-type: none"> • Aspects of presentation are too elementary or too sophisticated for audience. • Presenter seems uncomfortable and can be heard only if listener is very attentive. • Much of the information is read.
3. Use of communication aids	<ul style="list-style-type: none"> • Communication aids enhance the presentation. • They are prepared in a professional manner. • Font on visuals is large enough to be seen by all. • Information is organized to maximize audience understanding. • Details are minimized so that main points stand out. 	<ul style="list-style-type: none"> • Communication aids contribute to the quality of the presentation. • Font size is appropriate for reading. • Appropriate information is included. • Some material is not supported by visual aids. 	<ul style="list-style-type: none"> • Communication aids are poorly prepared or used inappropriately. • Font is too small to be easily seen. • Too much information is included. • Unimportant material is highlighted. • Listeners may be confused.
4. Depth of content	<ul style="list-style-type: none"> • Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. • Applications of theory are included to illuminate issues. • Listeners gain insights. 	<ul style="list-style-type: none"> • For the most part, explanations of concepts and theories are accurate and complete. • Some helpful applications are included. 	<ul style="list-style-type: none"> • Explanations of concepts and/or theories are inaccurate or incomplete. • Little attempt is made to tie theory to practice. • Listeners gain little from the presentation.

CRITERIA	LEVELS OF ACHIEVEMENT		
	Sophisticated (2 points)	Competent (1.5 point)	Not Yet Competent (1 points)
5. Accuracy of univariate analysis	<ul style="list-style-type: none"> • Analysis is consistent and accurate. • No errors made. 	<ul style="list-style-type: none"> • Analysis is generally consistent and accurate. • Some errors are made. 	<ul style="list-style-type: none"> • Analysis is too often inconsistent or inaccurate. • Enough errors are made to distract a knowledgeable listener.
6. Accuracy of bivariate analysis	<ul style="list-style-type: none"> • Analysis is consistent and accurate. • No errors made. 	<ul style="list-style-type: none"> • Analysis is generally consistent and accurate. • Some errors are made. 	<ul style="list-style-type: none"> • Analysis is too often inconsistent or inaccurate. • Enough errors are made to distract a knowledgeable listener.
7. Accuracy of multivariate analysis	<ul style="list-style-type: none"> • Analysis is consistent and accurate. • No errors made. 	<ul style="list-style-type: none"> • Analysis is generally consistent and accurate. • Some errors are made. 	<ul style="list-style-type: none"> • Analysis is too often inconsistent or inaccurate. • Enough errors are made to distract a knowledgeable listener.
8. Grammar & word choice	<ul style="list-style-type: none"> • Sentences are complete and grammatical, and they flow together easily. • Words are chosen for their precise meaning. 	<ul style="list-style-type: none"> • For the most part, sentences are complete and grammatical, and they flow together easily. • With a few exceptions, words are chosen for their precise meaning. 	<ul style="list-style-type: none"> • Listeners can follow the presentation, but they are distracted by some grammatical errors and use of slang. • Some sentences are incomplete or halting, and or vocabulary is somewhat limited or inappropriate.
9. Personal appearance	<ul style="list-style-type: none"> • Personal appearance is completely appropriate for the occasion and the audience. 	<ul style="list-style-type: none"> • Personal appearance is generally appropriate for the occasion and audience. • However, some aspects reflect a lack of sensitivity to nuances of the occasion or expectations of the audience. 	<ul style="list-style-type: none"> • Personal appearance is inappropriate for the occasion and audience.
10. Verbal interaction	<ul style="list-style-type: none"> • Consistently clarifies, restates, and responds to questions. • Summarizes when needed. 	<ul style="list-style-type: none"> • Generally responds to audience comments, questions and needs. • Misses some opportunities for interaction. 	<ul style="list-style-type: none"> • Responds to questions inadequately.

ⁱ Based on: Huba, M. E. and Freed, J. E. 2000. Learner-centered assessment on college campuses. Needham Heights, MA: Allyn & Bacon.