

Chapter Presentation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

|                                     | <b>Exceptional</b>   | <b>Admirable</b>  | <b>Acceptable</b>  | <b>Amateur</b>  |
|-------------------------------------|--|---|--|---|
| <b>Content</b>                      | An abundance of material clearly related to objectives; points are clearly made and all evidence supports objectives; varied use of materials; no misspellings or grammatical errors   | Sufficient information that relates to objectives; many good points made but there is an uneven balance and little variation; no more than two misspellings and/or grammatical errors | There is a great deal of information that is not clearly connected to the objectives; has three misspellings and/or grammatical errors | Objectives not clearly presented; information included that does not support objectives in any way; has four or more misspellings and/or grammatical errors |
| <b>Coherence &amp; Organization</b> | Objectives are clearly stated and developed; specific examples are appropriate and clearly develop to match objectives; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized | Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed                                    | Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy                                     | Presentation is choppy and disjointed; does not flow; development of objectives is vague; no apparent logical order of presentation                         |
| <b>Creativity</b>                   | Very original presentation of material; uses the unexpected to full advantage; captures audience's attention   | Some originality apparent; good variety and blending of materials/media   | Little or no variation; material presented with little originality or interpretation   | Repetitive with little or no variety; insufficient use of multimedia  |
| <b>Material</b>                     | Balanced use of multimedia materials; properly used to develop objectives; use of media is varied and appropriate  | Use of multimedia not as varied and not as well connected to objectives   | Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to objectives | Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials-too much of one, not enough of another                         |
| <b>Speaking Skills</b>              | Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence   | Clear articulation but not as polished  | Some mumbling; little eye contact; uneven rate; little or no expression  | Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone voice  |
| <b>Audience Response</b>            | Involved the audience in the presentation; points made in creative way; held the audience's attention throughout   | Presented facts with some interesting "twists"; held the audience's attention most of the time  | Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination                      | Incoherent; audience lost interest and could not determine the point of the presentation  |
| <b>Length of Presentation</b>       | Within two minutes of allotted time +/-  | Within four minutes of allotted time +/-  | Within six minutes of allotted time +/-  | Too long or too short; ten or more minutes above or below the allotted time   |

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|-------------------------------------|--------------------|------------------|-------------------|----------------|
| <b>Content</b>                      |                    |                  |                   |                |
| <b>Coherence &amp; Organization</b> |                    |                  |                   |                |
| <b>Creativity</b>                   |                    |                  |                   |                |
| <b>Material</b>                     |                    |                  |                   |                |
| <b>Speaking Skills</b>              |                    |                  |                   |                |
| <b>Audience Response</b>            |                    |                  |                   |                |
| <b>Length of Presentation</b>       |                    |                  |                   |                |

COMMENTS: