

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. |

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| 5. Validity of theory and accuracy of univariate analysis | <ul style="list-style-type: none"> Theoretical assumptions underlying the hypothesis are valid. 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. Validity of theory and accuracy of bivariate analysis | <ul style="list-style-type: none"> Theoretical assumptions underlying the hypothesis are valid. 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. Validity of theory and accuracy of multivariate analysis | <ul style="list-style-type: none"> Theoretical assumptions underlying the hypothesis are valid. 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.