

Course: _____ Team: _____ Presenter: _____

Date: _____ Reviewer: _____

| | Trait | 1 | 2 | 3 | 4 | Score |
|---------------------------|--------------------------|---|--|---|--|-------|
| ORAL COMMUNICATION | 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. | |
| | Subject Knowledge | Student does not have grasp of information; student cannot answer questions about subject, and fails to provide timely, relevant examples. | Student is uncomfortable with information, is able to answer only rudimentary questions, and fails to provide timely, relevant examples. | Student is at ease with expected answers to all questions but fails to elaborate or fails to provide timely, relevant examples. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration and provides timely, relevant examples. | |
| | Graphics | Student uses superfluous graphics or no graphics. | Student occasionally uses graphics that rarely support text and presentation (periodic / inconsistent use of graphics). | Student's graphics relate to text and presentation (on average, graphics on one slide per topic). | Student's graphics explain and reinforce screen text and presentation (on average, graphics on every other slide). | |
| | Mechanics | Student's presentation has four or more spelling errors, grammatical errors, and/or punctuation inconsistency. | Presentation has three misspellings, grammatical errors, and/or punctuation inconsistency. | Presentation has no more than two misspellings, grammatical errors, and/or punctuation inconsistency. | Presentation has no misspellings, grammatical errors, and/or punctuation inconsistency. | |
| | Eye Contact | Student <i>reads all of</i> report with no eye contact. | Student occasionally uses eye contact, but still <i>reads</i> most of report. | Student maintains eye contact most of the time but <i>frequently</i> returns to notes. | Student maintains eye contact with audience, <i>seldom</i> returning to notes. | |
| | Elocution | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. More than 4 sentences pronounced as questions. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. 3 or 4 sentences spoken as questions. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. No more than two sentences spoken as questions. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation and does not pronounce sentences as questions. | |
| | Professionalism | Professional attire is completely absent. | Student's professional attire could be greatly improved but some attempt was taken. | Student's professional attire could be slightly improved. | Student has completely professional attire. | |