

## Oral Presentation Rubric for the Senior Project - ENSC Modified - 06.14.07

1	2	3	4	5	SCORE
<b>IDEAS &amp; CONTENT</b>					
___ Purpose unclear ___ Central idea lacking  ___ Little knowledge on the topic ___ Details missing		___ Purpose reasonably clear ___ Ideas could be more insightful  ___ Knowledge of topic limited ___ Limited supporting details		___ Clear purpose ___ Ideas conveyed in insightful, original manner ___ Knows topic well ___ Effective amount of detail	
<b>ORGANIZATION</b>					
___ Little sense of direction or sequence ___ No transitions-choppy delivery  ___ Details do not relate to the topic ___ No clear beginning or ending		___ Sequence somewhat clear  ___ Some transitions-somewhat choppy delivery ___ Some misplaced details ___ Adequate start or finish		___ Effective sequence  ___ Transitions allow for smooth delivery  ___ Details fit ___ Strong intro/satisfying conclusion	
<b>PRESENTATION</b>					
___ Little effort to deal w/topic ___ Style/Tone inappropriate for both audience interest and/or level of knowledge ___ Inappropriate dress ___ Limited vocabulary  ___ Incomplete thoughts make it hard to understand and follow		___ Tries to deal honestly with topic ___ Style/tone may or may not be appropriate to audience interest and/or level of knowledge ___ Adequate dress ___ Adequate but ordinary vocabulary  ___ Awkward wording occasionally makes understanding unclear		___ Honest, sincere, cares for topic ___ Style/Tone capitalize on audience interest and level of knowledge ___ Professional dress ___ Accurate, interesting vocabulary appropriate to the topic ___ Wording is full, rich enhances understanding	
<b>PHYSICAL DELIVERY</b>					
___ Delivery distracting, posture and movement ___ Minimal or absent eye contact ___ No visual or used ineffectively		___ Some nervous gestures, stiff, tense or too relaxed ___ Sporadic eye contact or/one person ___ Effective use of visual		___ Relaxed posture, confident  ___ Maintains eye contact w/audience ___ Visual aid enhanced understanding	
<b>VOCAL DELIVERY</b>					
___ Enunciation, volume or pacing a problem ___ Difficult to hear or understand ___ Monotone ___ Frequent random pauses due to lack of preparation ___ Many gap fillers - um, er, you know interferes greatly with the presentation		___ Generally uses appropriate enunciation, volume, pacing ___ Sometimes difficult to understand ___ Ordinary inflection ___ Some random pauses due to lack of preparation ___ Some gap fillers - um, er, you know interferes somewhat with the presentation		___ Enunciates clearly, effective volume pacing ___ Easily understood ___ Inflection enhances meaning ___ Pauses to collect thoughts or build suspense ___ Very few gap fillers - um, er, you know interferes little or not at all with the presentation	
<b>Q and A Period</b>					
___ Demonstrated little understanding of subject area		___ Demonstrated satisfactory understanding of subject area		___ Demonstrated mastery of subject area	

Scoring: Speakers may receive a score of either 2 or 4 in any of the five dimensions when the speech shows characteristics from more than one column. For example, a speaker's ideas and content may show "clear purpose" (5) but may have "Skimpy supporting details" (3); thus, the rating would be a "4" for "Ideas and Content."

Check the box if the student did not make time. Automatic redo.

\*4 minute minimum - 8 minute maximum - 10 second leeway (3:50 - 8:10)

\*Failure to meet the 4 minute minimum/8 minute maximum disqualifies

speaker from receiving a "minimum acceptable score."

Check the box if the student read the paper. Automatic redo.

Automatic redo if the oral presentation is read. The students may use and refer to notes which should be in outline form. It would also be appropriate for students to read a specific quote directly. But to read because they are not prepared is not allowed. **Judges may collaborate on this issue only to decide whether they believe as a group that the student read.**

	<b>Score</b>
<b>Time:</b>	
<b>Total Possible Score</b>	<b>30</b>
<b>Minimum Acceptable Score</b>	<b>20</b>

**Please make comments on the reverse side of this sheet.**