



## Presentation Rubric

<b>CRITERIA</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content Knowledge</b>	Student stays on assigned topic and demonstrates full knowledge of the subject. Student elaborates considerably and employs critical thinking skills. Student is able to respond to and successfully answer questions.	Student stays on topic and is comfortable with content; student elaborates and employs some critical thinking skills. Student is able to respond to most questions.	Student strays from topic and is uncomfortable with information; student is able to answer only simple questions. Student fails to elaborate.	Student does not stay on topic and does not have a grasp of the information; student cannot answer questions about the subject.
<b>Organization</b>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
<b>Body Language</b>	Movements seem relaxed and confident.	Student is relaxed with minor nervousness shown.	Student shows some nervousness.	Student shows considerable nervousness and/or no movement or descriptive gestures.
<b>Eye Contact</b>	Student holds attention of the audience with direct eye contact. Don't look at teacher.	Consistent use of direct eye contact is displayed through most of presentation.	Displays minimal eye contact.	No eye contact with audience.
<b>Introduction and Closing</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood of the presentation.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks
<b>Pacing</b>	Student successfully varies the rate of speaking.	Student's delivery is uneven.	Student's delivery is in bursts.	Student's delivery is either too quick or too slow to meet time internal
<b>Use of Time</b>	Meets upper limit of time requirement.	Meets time requirement interval.	Meets lower limit of time requirement.	Does not meet time requirement.
<b>Delivery and Pronunciation</b>	Student uses a clear voice and correct, precise pronunciation of terms.	Student's voice is clear. Student pronounces most words correctly.	Student incorrectly pronounces terms. Audience has difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for all students to hear.
<b>Visual Use</b>	Student integrated multiple visuals to reinforce presentation	Student used visual(s) related to presentation	Student used visual(s) that rarely supported the presentation	Student has visual, but did not refer to the visual
<b>Visuals</b>	Visual can be clearly seen by audience	Most aspects of the visual can be clearly seen by the audience.	Some aspects of the visual are visible to the audience	Most of the visual cannot be clearly seen by the audience

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