**Oral Presentation Rubric**

**AACSB Objective 4b / Core (HLC): Communications Rubric A**

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| --- | --- | --- | --- | --- |
|  | **Below Average** | **Average** | **Above Average** |  |
| **Presentation Skills** | **0-1** | **2-3** | **4-5** | **Student****Score** |
| Speaking and Volume | Volume so low some or most audience members could not hear the presentation; word and sentences not always clear or understandable | Audible to most everyone in the room; generally words and sentences were clear and understandable | Projected voice so audience could clearly hear at all times; spoke clearly and understandably  |  |
| Speaking v. Reading | Read most of presentation or relied too heavily on notes | Referred to notes and read little | Spoke extemporaneously and read only direct quotes |  |
| Mannerisms | Fidgeted, hands in pockets, constantly moving, or other distracting mannerisms; excessive nervousness | Few distracting mannerisms | Almost no distracting mannerisms |  |
| Connect with Audience | No eye contact with audience; excessively looked back at projection screen or notes; had no enthusiasm for topic | Generally maintained eye contact with audience; showed interest or enthusiasm for the topic | Attempted to engage audience members from all sections of the room through eye contact and enthusiasm |  |
| Time | Final presentation greater than 4 minutes of required time | Final presentation within +/- 4 minutes of required time | Final presentation within +/- 2 minutes of required time |  |
| **Relevant Visual Aids** | **0-1** | **2-3** | **4-5** |  |
| Readability | Distracting colors or animation; font too small; too many words or script of presentation | Mostly appropriate number of words per slide; easily read by audience; animation slightly detracting | Slides used as an outline or for graphics; few words; animation appropriate; easily read by audience |  |
| Effectiveness | Slides did not coordinate with speech; difficult to read slides while listening to speaker; too much information revealed on slides | Slides mostly coordinated with speech; there was little to read that wasn’t being covered by speech | Slides improved presentation and did not distract audience from the speech |  |
| Quantity and Organization of Slides | Too many or too few slides; organization of slides did not aid in following points of speech | Quantity of slides mostly coordinated with points/subtopics of speech  | Quantity of slides coordinated with points/subtopics of speech and helped audience members understand organization and/or transitions |  |
| **Content** | **0-1** | **2-3** | **4-5** |  |
| Introduction | Speaker failed to introduce topic or self appropriately; purpose of presentation unclear to audience | Speaker introduced topic, purpose, and self moderately well | Speaker introduced topic, purpose, and self along with an effective attention-getter |  |
| Coverage of Subject Matter | The topic was not fully covered or material presented was inaccurate; inability to distinguish between fact and opinion; speaker did not have a good understanding of topic | The topic was covered in a mostly appropriate depth with few or no factual errors or misinterpretations; fact and opinion were distinguished; speaker had a good understanding of the topic | The topic was fully covered; no factual errors or misinterpretations; fact and opinion were distinguished and used appropriately; speaker demonstrated expertise or a clear understanding of the topic |  |
| Conclusion | Abrupt ending; no summary or wrap up; failure to provide references (if needed) | General summary or wrap up; speech was brought to a comfortable conclusion; mostly appropriate referencing | Main points were reinforced or take-away messages restated; speech was brought to a purposeful conclusion; appropriate referencing |  |
| Questions and Comments | Speaker did not invite questions or comments or did not handle them appropriately | Speaker invited questions and comments and answered or responded moderately well | Speaker invited questions and comments and was able to answer or engage in a discussion |  |
| Central Thesis | Central thesis is vague, lacks focus, is implicit rather than explicit, & is unsupported. | Central thesis is clear and consistent, but lacks reinforcement and support | Central thesis is compelling, reinforced, and strongly supported |  |
| Organization | Organization of presentation is unclear and poorly developed | Organization is relatively clear and consistent; themes partially developed | Organization is clear, consistent and polished; content is cohesive |  |
|  |  |  | **Total points:** |  |

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? \_\_\_\_ Yes \_\_\_\_ No

This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.) \_\_\_\_\_