

PRESENTATION RUBRIC

CRITERIA	EXEMPLARY	COMPETENT	DEVELOPING	NEEDS IMPROVEMENT
INTRODUCTION/ CONCLUSION	Introduction is clear and focused and captures attention. Closing summarizes main point and draws a clear, effective conclusion.	Introduction is clear and focused. Closing summarizes main point.	Introduction and conclusion are apparent but may lack substance, focus, and clarity.	Introduction and conclusion are not apparent and lack substance, focus, and clarity. Introduction and conclusion fail to convey main idea or concept.
THESIS/ CONCEPT	Thesis, main theme, or concept is clear, valid, and sophisticated. Demonstrates critical thinking and effective analysis.	Thesis is clear and valid. Demonstrates some analysis and informed judgment.	Thesis is somewhat clear but may be limited or lack clarity, validity, and/or sophistication.	Presents a limited, or confused thesis. <u>OR</u> Contains no thesis
CONTENT/ EVIDENCE	Develops thesis with substantial, accurate, relevant, and insightful supporting information and argumentation. Uses a balanced combination of primary and secondary sources.	Develops thesis with sufficient, pertinent evidence and argumentation.	Provides some relevant supporting information and argumentation.	Presents little or no pertinent evidence or argumentation in support of thesis. Is vague.
SLIDE SHOW LAYOUT/ ORGANIZATION	Presents information in a clear, logical, organized, and smooth way. Incorporates sophisticated, relevant, and interesting visuals and special effects. It flows well. Original and appealing.	Slide show is clear and logical. Incorporates pertinent visuals and effects.	Includes some relevant visuals and special effects. Slide show may not be organized in a clear or logical fashion. Transition between slides may be flawed.	Demonstrates little organization. Provides few visuals or effects. Slides poorly arranged. Lacks coherence.
ORAL PRESENTATION	Effectively integrates spoken and visual presentation. Uses effective inflection. Maintains effective eye contact. Demonstrates sophisticated knowledge and understanding of topic. Clear and logical sequence or flow. Well rehearsed. Engages audience. Explains points concisely and thoroughly.	Integrates spoken and visual presentation. Uses some inflection and eye contact. Demonstrates sufficient knowledge and understanding of topic. Some evidence of rehearsal. Attempts to interact with audience. Not entirely clear or logical. Explains points sufficiently.	Attempts to integrate spoken and visual presentation. Consults notes frequently. Makes little eye contact. Demonstrates some knowledge and understanding of topic. Less polished. Makes little or no attempt to involve the audience in the presentation. May lack clarity or logic in parts. Tries to explain points.	Demonstrates little or no knowledge or understanding of subject matter. Fails to make eye contact. Is virtually inaudible. Makes little or no attempt to connect with the audience. Lacks clarity and/or coherence. Simply reads from notes or the presentation itself. Does not try to explain key points.

RESEARCH/ BIBLIOGRAPHY	Well researched. Balances primary and secondary sources. Cites all sources using an acceptable format. Includes complete bibliographic information.	Fairly well researched. Uses a variety of reliable sources. Cites all sources using an acceptable format.	Provides evidence of research. Attempts to cite sources. May be incomplete.	Poorly researched OR Fails to include a bibliography
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Exemplary = 4

Proficient = 3

Developing = 2

Needs Improvement = 1

A = 20-24

B = 16-19

C = 12-15

D = 8-11

F = 0-7