

Presentation Grading Rubric

Like all grades, the grade for a presentation is not given but earned. On some level it is a matter of professional judgment. The rubric below identifies some of the characteristics that are most likely to determine a student's presentation grade.

Grade	Preparation	Organization	Content	Visuals	Delivery	Length	Handout
A	topic discussed and approved well in advance	explains the significance of the topic and starts with an overview of what is to follow; presents information in logical, interesting sequence that audience can follow easily; ideas are well organized; transitions are smooth.	demonstrates full knowledge with explanation and elaboration; ideas are developed and focused.	uses visuals to reinforce key ideas from the presentation.	demonstrates excellent language skills (range, fluency, accuracy, pronunciation, intonation); speaks with clear voice; makes eye contact to encourage audience-speaker relationship.	length is appropriate, nor more and no less than the allotted time.	clear, accurate, and concise; contains virtually no linguistic mistakes; contains a correct annotated bibliography.
B	topic discussed and approved in advance	presents information in a logical sequence that the audience can follow; organizational structure is adequate.	is at ease with content, but fails to elaborate; main points need clarification.	uses visuals related to the presentation.	demonstrates good language skills; speaks with adequate volume and eye contact; confident presentation.	length is appropriate, with minor deviation.	contains only a few minor linguistic mistakes, perhaps due to lack of proofreading; has an annotated bibliography, but there are errors in form.
C	topic discussed and approved only two days before the presentation	audience has difficulty following presentation because student jumps around; weak introduction and/or conclusion.	is uncomfortable with information; information is sketchy, general, and/or repetitious.	uses visuals that do not support the presentation.	demonstrates satisfactory language skills; speaks too quietly; makes limited eye contact.	length is barely appropriate.	marred by linguistic mistakes; contains a bibliography without annotation.
D	topic discussed and approved only a day before the presentation	gives no title; audience has great difficulty following the presentation because the sequence of information is unclear; ideas are poorly organized and largely unsupported; connections between ideas are confusing or incomplete.	has only very limited grasp of information; cannot answer questions about the subject with any authority; information is undeveloped.	uses only one or two visuals that do not support the presentation.	demonstrates barely satisfactory language skills that require great effort on the part of the audience; mumbles; speaks too quietly; makes no eye contact.	length is inappropriate.	myriad linguistic mistakes; does not contain a bibliography; not enough copies for everyone
F	topic neither discussed nor approved	gives no title; audience cannot understand the presentation because there is no sequence of information; ideas are disorganized, and unsupported; there is no connection between them.	does not have grasp of information; cannot answer any questions about the subject.	uses no visuals.	unsatisfactory language skills make it impossible at times to understand the presentation; evidences lack of confidence and preparation.	length is thoroughly inappropriate.	does not turn in a handout.