

Oral Presentation Rubric for NAU's Undergraduate Symposium

	Novice (0, 1)	Basic (2, 3, 4)	Proficient (5, 6, 7)	Distinguished (8, 9, 10)	Score
Organization	Poor or lack of identifiable organization. Does not clearly introduce the purpose of the presentation. Presentation is choppy and disjointed. No apparent logical order of presentation. Uses transitions ineffectively or not at all.	Somewhat organized. Introduces the purpose of the presentation. Student jumps around topics. Several points are confusing. Includes some transitions but it is difficult to follow the presentation.	Generally well organized. Introduces the purpose of the presentation clearly. Student presents most information in a logical sequence. A few minor points may be confusing. Includes transitions to connect some key points.	Extremely well organized. Introduces the purpose of the presentation clearly and creatively. Student presents the information in a logical, interesting sequence which the audience can follow. Effectively includes transitions to connect key points.	
Content	Material is not well prepared. Presenter does not connect information to the relative importance to the project. Does not state the objective or provide background. Methodology not presented. Presents little or no evidence of valid research. Shows little evidence of the combination of ideas into a bigger picture. Ends without a summary or conclusion. Presentation is consistently too elementary or too sophisticated for the audience.	Either too much or not enough material is presented. Some points reflect their importance while the importance of others is unclear. States objective but provides no background. Methodology is provided but it's confusing or lacking details Presents evidence of research with sources. Combines existing ideas into a bigger picture. Provides a summary or conclusion but does not evaluate results presented; no recommendation for future work included. Portions of presentation are too elementary or too sophisticated for the audience.	Appropriate amount of material is prepared. Most points reflect their importance. States objective and provides some background. Describes most of the methodology and presents evidence of valid research with multiple sources. Combines existing ideas to form new insights. Ends with a summary of main points showing some evaluation of the results presented. Level of presentation is generally appropriate.	Appropriate amount of material is prepared, and points made reflect their relative importance. States objective and defines background. Describes methodology and provides evidence of extensive and valid research with multiple sources. Combines and evaluates existing ideas to form new ideas. Ends with an accurate conclusion that shows thoughtful, strong evaluation of evidence presented. Offers recommendations for further work in the area. Level of presentation is appropriate for the audience.	
Presence, Speaking Style, and Delivery	Student reads all or most of the presentation from notes. Demonstrates incomplete knowledge of the topic by responding inaccurately or inappropriately to questions. Length of the presentation is too long or too short.	At least half of the time is reading from notes. Goes off topic and loses the audience. Demonstrates some rudimentary knowledge through responses to questions. Length of the presentation is too long or too short	Frequently returns to notes. Holds the audience's attention most of the time. Demonstrates knowledge of the topic by responding appropriately to questions but at times fails to elaborate. Length of presentation is within a few minutes of the allotted time.	Well-rehearsed and well communicated. Demonstrates extensive knowledge of the topic by responding appropriately to all questions. Length of presentation is within the assigned time limits.	

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Visual Aids	<p>Student uses superfluous visual aids, no visual aids, or poorly prepared visual aids that detract from the main points of the presentation.</p> <p>All visual aids are difficult to see or read.</p> <p>Presentation has four or more spelling errors and/or grammatical errors.</p>	<p>Visual aids rarely support the main points of the presentation or do not add to audience's understanding</p> <p>Most visual aids are difficult to see or read.</p> <p>Presentation has three misspellings and/or grammatical errors.</p>	<p>Visual aids appropriately prepared and informative. Some material does not support the main points of the presentation.</p> <p>Visual aids generally large enough to be seen; a few pieces too small to be seen.</p> <p>Designed to increase the audience's understanding. A couple of items are too simple or too complex.</p> <p>Presentation has no more than two misspellings and/or grammatical errors.</p>	<p>Visual aids are well prepared, informative, effective, and not distracting; they support the main points of the presentation.</p> <p>Visual aids are large enough to be seen by all.</p> <p>Designed to maximize the audience's understanding.</p> <p>Presentation has no misspellings or grammatical errors.</p>	
Overall Impression	<p>The presentation was not presented in a way that was compelling, interesting, or effective.</p>	<p>A few creative touches but mostly presented with little originality.</p>	<p>The presentation was of professional quality</p> <p>It sparked my interest and increased my knowledge</p>	<p>Very interesting. Original, clever, and creative approach that captured the audience's attention.</p>	

TOTAL SCORE: _____ / 50

Comments:

What did you most enjoy about the presentation?

What suggestions would you make for improvement?

Other comments: