

Course \_\_\_\_\_

JEM: Rubric D - Oral Presentations

Date \_\_\_\_\_

Team \_\_\_\_\_

Topic \_\_\_\_\_

Eval Initials \_\_\_\_\_

Ref #	Dimension Maps to Learning Outcome	Poor (1 point)	Average (2 points)	Excellent (3 points)	Score 1, 2, 3
1	Organization 3a, 3b	<ul style="list-style-type: none"> <li>Sequence of information is difficult to follow.</li> <li>Lacks beginning or ending or beginning or ending inappropriate.</li> <li>Does not move smoothly from one idea to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Student presents information in logical sequence which audience can follow.</li> <li>Uses an appropriate beginning or ending.</li> <li>Moves smoothly from one idea to the next some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Information in logical, interesting sequence which audience can follow.</li> <li>Uses an engaging beginning and/or thoughtful ending.</li> <li>Moves smoothly from one idea to the next all of the time.</li> </ul>	
2	Content Depth 3a, 3b	<ul style="list-style-type: none"> <li>Student does not have grasp of information.</li> <li>Cannot answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to demonstrate basic concepts.</li> <li>Can answer questions, but not fully.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates full knowledge.</li> <li>Can answer questions fully and accurately.</li> </ul>	
3	Content Accuracy 3a, 3b	<ul style="list-style-type: none"> <li>Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information.</li> </ul>	<ul style="list-style-type: none"> <li>Enough errors are made to distract a knowledgeable listener, but some information is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Information is correct and accurate</li> </ul>	
4	Grammar and Spelling 3a, 3b	<ul style="list-style-type: none"> <li>Presentation has three or more spelling and/or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation has no more than two misspellings and/or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation has no misspellings or grammatical errors.</li> </ul>	
5	Connection to Audience 3b	<ul style="list-style-type: none"> <li>Level of presentation is too elementary or too sophisticated.</li> </ul>	<ul style="list-style-type: none"> <li>Level of presentation is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Level of presentation is appropriate to the audience.</li> </ul>	
6	Graphics and Communication Aids 3a, 3b	<ul style="list-style-type: none"> <li>Superfluous graphics or no graphics.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics relate to text and presentation, and contribute to the quality of the presentation.</li> <li>Some material may not be supported by communication aids.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics explain and reinforce screen text, and enhance the presentation.</li> </ul>	
7	Visual Impact of Slides 3a, 3b	<ul style="list-style-type: none"> <li>Font is too small to be easily seen.</li> <li>Too much information is included.</li> <li>Unimportant information is highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>Font is appropriate for reading but could be larger for better presentation</li> <li>Most of the information is appropriate.</li> <li>Unimportant information or too much detail was included</li> </ul>	<ul style="list-style-type: none"> <li>Font is large enough to be seen by all.</li> <li>Details are minimized so that main points stand out.</li> <li>No unimportant information was included</li> </ul>	

Ref #	Dimension Maps to Learning Outcome	Poor (1 point)	Average (2 points)	Excellent (3 points)	Score 1, 2, 3
8	Context 4b	<ul style="list-style-type: none"> <li>No discussion of application and relevance.</li> <li>Personal appearance is inappropriate for the occasion and audience.</li> <li>No members of the team were on time.</li> <li>The team members handled any technical difficulties unprofessionally.</li> <li>No acknowledgement of sources of support.</li> </ul>	<ul style="list-style-type: none"> <li>Some discussion of application and relevance.</li> <li>Personal appearance is somewhat inappropriate for the occasion and audience.</li> <li>One member of the team was not on time.</li> <li>The team members handled some part of the presentation unprofessionally.</li> <li>Some acknowledgement of sources of support.</li> </ul>	<ul style="list-style-type: none"> <li>Thorough discussion of application and relevance.</li> <li>Personal appearance is completely appropriate for the occasion and the audience</li> <li>All members of the team were ready on time.</li> <li>The team members handled the entire presentation professionally, even if there were technical difficulties.</li> <li>Full acknowledgement of sources of support.</li> </ul>	
9	Professionalism 4a	<ul style="list-style-type: none"> <li>Listeners are so distracted by the presenter's apparent difficulty with presentation that they cannot focus on the ideas presented.</li> <li>Read notes or slides and did not look away from notes or slides</li> <li>Body language shows obvious nervous tension.</li> <li>No effort to make eye contact.</li> <li>Monotone voice.</li> </ul>	<ul style="list-style-type: none"> <li>Listeners can follow the presentation, but some difficulty in ideas presented.</li> <li>Read some notes or slides but also looked away from notes and slides</li> <li>Body language shows some nervous tension.</li> <li>Occasional unsustained eye contact.</li> <li>Voice with some inflection.</li> </ul>	<ul style="list-style-type: none"> <li>Listeners are captivated by the presentation and are very focused on ideas presented</li> <li>Referred to notes or slides but did not read notes or slides</li> <li>Body language is relaxed.</li> <li>Consistent eye contact.</li> <li>Voice is clear with interesting modulation.</li> </ul>	
10	Presentation Style and Delivery 3b	<ul style="list-style-type: none"> <li>Transition between speakers was awkward and unprofessional</li> <li>Entire presentation was 5 minutes, or more, over or under allotted time</li> </ul>	<ul style="list-style-type: none"> <li>There was some awkwardness when transitioning between speakers but some was smooth and professional</li> <li>Entire presentation was within 2-5 minutes of allotted time</li> </ul>	<ul style="list-style-type: none"> <li>Transition between speakers was smooth and professional</li> <li>Entire presentation was within 2 minutes of allotted time</li> </ul>	
11	Continuity 3b				
12	Timeliness 3b				
<b>TOTAL</b>					

Adapted from Spurlin, Robbins, Lavelle, NCSU, College of Engineering; Fall 2002  
Developed by Spurlin, Fahmy, Alderman, NCSU, College of Engineering; Fall 2004 8/10/04, reviewed 3/24/11, 6/17/11