Rubric for Evaluating Student Presentations

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around or the material is presented purely in a "list-like" fashion (ie, "first the author says this… then, he says that… then…").	Student presents information in logical sequence which audience can follow, but may suffer from some degree of "list-like" behavior.	Student presents information in logical, interesting sequence which audience can follow; presentation does not slavishly parrot original material, but presents it in a more interesting and "digestible" fashion; presentation focuses on/highlights most important points of original material.	
	Comments:				
Subject Knowledge	Student does not have grasp of information; "summary" of material is wholly incomplete, inconsistent, or incorrect; cannot answer questions about subject.	Student is uncomfortable with information; "summary" of material is somewhat incomplete, inconsistent, or incorrect; is able to answer only rudimentary questions.	Student answers questions reasonably successfully, but fails to elaborate.	Student demonstrates full knowledge and comprehension of the subject material—defines key terms and uses them correctly—successfully defines the central aspects of the reading at hand, and answers all class questions with explanations and elaboration; fact that presentation adds something above and beyond mere "reporting" of original material suggests critical thinking.	
	Comments:				
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
	Comments:				
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
PPTs/Handout				PPTs follow guidelines for effective slides (font size, quantity of material,etc) PPTs or handouts include, ie: (i) crucial points, (ii) citation of sources and refs for quotations, no typos, etc.	
	Comments:			**Total Points (x/16):**	