

General Education

Student Name(s) _____

Oral Presentation Rubric

CRN _____ Major _____

Colloquium Final Presentation

Transfer Student _____ Yes _____ No _____

Criteria	Exceeds Expectations – 8-10	Meets Expectations –5-7	Does Not Meet Expectations – 1-4	Section A Score <hr/>
<p>SECTION A – Select a topic and develop it for a specific audience and purpose, with respect for diverse perspectives</p>	<ul style="list-style-type: none"> • Ideas are clearly organized, developed, and supported to achieve a clear purpose; the main idea or thesis is credible, clear, and engaging. • The introduction gets the attention of and establishes relevance for the audience. • Main points are clear and organized effectively. • Supporting material is original, logical, relevant (facts, examples, visuals, etc.), valid, and discussed during the presentation. • Topic selection and examples are interesting and relevant for the audience and occasion. • Topic selection and examples demonstrate consideration of diverse perspectives. • Smooth transitions are used. • Language/terminology choices are vivid and precise. • The conclusion is satisfying. 	<ul style="list-style-type: none"> • Ideas are clear, but the organizational structure may need to be strengthened; ideas may not always flow smoothly. The main idea or thesis is credible and clear. • The introduction may not be well developed. • Main points are not always clear. • Supporting material may lack originality, validity, or adequate development. • Topic selection and examples are not inappropriate for the audience, occasion, or setting. • Topic selection and examples demonstrate consideration of diverse perspectives • Transitions may be awkward. • Language/terminology is appropriate, but word choices are not particularly vivid or precise. • The conclusion may need additional development. 	<ul style="list-style-type: none"> • Idea “seeds” have not yet germinated; ideas may not be focused or developed; the main idea or thesis is not credible or clear. • The introduction is undeveloped or irrelevant. • Main points are difficult to identify. • Inaccurate, generalized, invalid, inappropriate, or a lack of supporting material is evident. • Topic selection and examples do not relate to audience needs and interests. • Topic selection and examples do not demonstrate consideration of diverse perspectives. • Transitions may be needed. • Language/terminology choices may be limited, peppered with slang or jargon, too complex, or too dull. • The conclusion is abrupt or limited. 	

Criteria	Exceeds Expectations – 8-10	Meets Expectations –5-7	Does Not Meet Expectations – 1-4
SECTION B – Deliver a clear and effective presentation, with command of verbal and nonverbal communication	<ul style="list-style-type: none"> • The delivery is highly effective. There are no major distractions. • Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch” (use a different language form) when appropriate. • Vocal tone, facial expressions, and other non-verbals enhance the message. • Clothing choice enhances the presentation and show respect for the audience. • Limited filler words (“ums”) are used. • Clear articulation and pronunciation are used. • The presentation is delivered with minimal consultation of notes. 	<ul style="list-style-type: none"> • The delivery is moderately effective, There are some distractions. • Language used is not disrespectful or offensive. • Vocal tone, facial expressions, and other non-verbals do not detract significantly from the message. • Clothing choices do not seem out-of-place or disrespectful to the audience • Filler words are not distracting. • Generally, articulation and pronunciation are clear. • Dependence on notes may be observed. 	<ul style="list-style-type: none"> • The delivery is not effective. There are numerous distractions. • Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used. • Vocal tone, facial expressions, and other non-verbals may appear inconsistent with the message. • Clothing choice detracts from the presentation. It is out-of-place or disrespectful to the audience. • Filler words (“ums”) are used excessively. • Articulation and pronunciation tend to be sloppy. • Over dependence on notes is observed.

TOTAL SCORE
Section A + Section B

Overall Comments (Optional):

***Instructions:** Bulleted items are indicators of Criteria Sections A & B. The indicators are intended to help spell out what each criterion looks like in application. Use them to help you make a judgment regarding the achievement level of the student or group of students. You should have only one Section A score and one Section B score. (Use only whole numbers; e.g., 6,7,10). They are to be added at the end of Section B on the Total Score line for a single Total Score.*