

## (Oral) Defense/Presentation Rubric

Criteria	4 - Superior command	3 – Good control	2 – Fair/some/little control	1 – Minimal or no control
<b>Eye contact</b>	Constantly looks at and maintains eye contact with different parts of the audience.	Occasionally looks ... with parts of the audience.	Only focuses on one part of the audience. Does not scan audience.	Does not attempt to look at audience at all. Reads notes or looks at computer throughout.
<b>Gestures</b>	Natural hand gestures and body language are demonstrated. Well adapted to the content.	Some ... Somewhat adapted ...	Few ...	No hand gestures are noticed and/or body language is not adapted to presented content.
<b>Posture, Poise</b>	Stands up straight with both feet to the ground. Turned to audience.	Occasionally slumps.	Multiple slumps. Too static or dynamic movements.	Sits during presentation or slumps repeatedly.
<b>Enthusiasm</b>	Demonstrates a strong, positive feeling about work and results.	Occasionally shows positive feelings about work and/or results.	Shows some negativity towards work and/or results.	Shows no interest in the presented work and/or results.
<b>Poise</b>	Relaxed and self-confident with no mistakes.	Makes mistakes but recovers quickly from them. Displays little or no tension.	Mild tension; trouble recovering from mistakes.	Nervous. Problems recovering from mistakes.
<b>Vocalized pauses (ah, um, well etc)</b>	Multiple vocalized pauses noticed at appropriate places in presentation or in answering questions.	Some ...	A few ... only some at appropriate ...	No vocalized pauses noticed.
<b>Voice variations</b>	Varies the pitch, timbre and energy of the voice according to the needs of the presentation to maintain interest.	Some variations in ...	Small variations in ...	No variation in pitch, timbre or energy of voice. A constant and boring voice which is hard to listen to. Mumbling.
<b>Timing</b>	Presentation falls within required time frame	Presentation is on the edges of the required time frame.	Presentation is less than minimum time.	Presentation is more than maximum time.
<b>Visual aids</b>	Enhances presentation and keeps interest. All key points articulated/covered.	Key points articulated/covered but not engaging/enhancing.	Adds nothing to presentation.	Poor, distracts audience and is hard to read/interpret.
<b>Completeness *</b>	Thoroughly explains all points.	Majority of points covered in depth, some glossed over.	Several key points glossed over.	Incomplete; several key points omitted. Hard to understand work and/or results.
<b>Flow, Coherence *</b>	Clear organization with good and logical flow between parts.	Thoughts articulated clearly, but flow is somewhat hampered.	No or unclear logical flow between parts.	Confusing order and organization.
<b>Language *</b>	No misspellings or grammatical errors.	1-2 misspellings or grammatical errors.	3 ...	4 or more ...
<b>Subject knowledge *</b>	Demonstrates full knowledge. Can answer all questions with explanations and elaborations.	At ease with material. Can answer questions but without elaboration.	Uncomfortable with information. Can answer only basic questions.	Incomplete grasp of information. Cannot answer questions.
<b>Individual knowledge check * and **</b>	The student has actively and equally participated in and contributed to the thesis. The student knows and understands and can defend all parts of the thesis.	.	.	The student activity, participation and contribution is less than equal OR the student does not understand or cant defend all parts of the thesis

\* Key criteria which is the main basis for evaluation and grading, \*\* If a student is given a 1 then the case goes to examiner for individual examination through oral exam on the thesis