**Rubric 4 Capstone Final Presentation - Oral Examination (40% individual rating)**

|  |  |
| --- | --- |
| Student name: |  |
| Project title: |  |
| Faculty Adviser: |  |
| Faculty Instructor: |  |

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| Rubric 4: Capstone Final Presentation | | | | | |  |
| **Performance** | **%** | **Exemplary** | **Satisfactory** | **Developing** | **Unacceptable** | **RATING** |
| **indicator** |  | **1.0** | **2.0** | **3.0** | **5.0** |  |
| To fill by research committee | | | | | |  |
| **Organisation/** |  | Has a **clear opening** | Has opening statement | Has opening | Has **no opening** |  |
| **opening** | 5% | statement that catches | relevant to topic and | statement that is **not** | **statement** or has an |  |
|  |  | audience’s interest; | gives outline of | **very clear, partly** | **irrelevant** statement; |  |
|  |  | **maintains focus** | speech; is **mostly** | organised can | gives listener **no** |  |
|  |  | throughout; | **organised;** provides | improve. | **focus** or outline of |  |
|  |  | summarises main | adequate ‘‘road map’’ |  | the presentation |  |
|  |  | points | for the listener |  |  |  |
|  |  |  |  |  |  |  |
| **Content** |  | Demonstrates | **Covers the topic;** uses | Only **partially** covers | Does **not give** |  |
|  | 5% | **substance and depth;** | appropriate sources; | the topic/**does not** | **adequate coverage** |  |
|  |  | **shows mastery** of | shows **good** | **master** a good | of topic; **lacks** of |  |
|  |  | material | **understanding** of the | number of the | **sources** |  |
|  |  |  | material components | material |  |  |
|  |  |  |  | components |  |  |
|  |  |  |  |  |  |  |
| **Quality of** |  | Delivers a conclusion | Summarises | **Some important** | Has **missing** or **poor** |  |
| **conclusion** | 5% | that is **well** | presentation’s main | ideas are shown, | conclusion; **not tied** |  |
|  |  | **documented and** | points; **draws** | draws **some** | to **analysis;** **does not** |  |
|  |  | **persuasive** | **conclusions** based | **conclusions;** he can | **summarise** points |  |
|  |  |  | upon these points | provide better | that support the |  |
|  |  |  |  |  | conclusion |  |
|  |  |  |  |  |  |  |
| **Delivery** |  | Has **natural delivery;** | Has **appropriate pace;** | Appearance **not very** | Is often **hard to** |  |
| **(voice, body** | 5% | modulates voice; | has **no distracting** | **appropriate** has | **understand; lacks** |  |
| **position** |  | fluent, excellent pace, | **mannerisms;** easily | **some distracting** | enthusiasm, has a |  |
| **and eye** |  | projects **enthusiasm,** | **understood** | **mannerisms. Faces** | pace that is **too fast** |  |
| **contact)** |  | **interest and** |  | **the screen** most the | or **too slow**; **too soft** |  |
|  |  | **confidence;** always |  | time. **Not enough** | or **too loud,** |  |
|  |  | faces audience and |  | eye contact | demonstrates one or |  |
|  |  | good eye contact |  |  | more **distracting** |  |
|  |  |  |  |  | **mannerisms** |  |
|  |  |  |  |  |  |  |
| **Use of media** |  | Uses **slides effortlessly** | **Looks at slides** to | **More slides** than | **Relies heavily** on |  |
|  | 5% | to enhance | **keep on track;** uses | needed are shown/ | slides and notes; uses |  |
|  |  | presentation; has an | an **appropriate** | **useless slides** than | slides with **too much** |  |
|  |  | **effective** | number of slides | allowed and **did not** | text; uses too **many/** |  |
|  |  | **presentation** without |  | **cover** some parts of | **very few** slides |  |
|  |  | media |  | the material |  |  |
|  |  |  |  |  |  |  |
| **Timing** |  | Started and finished | Started and/or finished | **Moderate deviation** | Started and/or finished |  |
|  | 5% | **exactly** on time | **a little bit** (2 min) | from targeted time | **fairly late** |  |
|  |  |  | late | (5 min). |  |  |
|  |  |  |  |  |  |  |
| **Answers to** |  | Demonstrates **full** | Shows ease in | **Answers most of the** | Demonstrates **little** |  |
| **questions** | 70% | **knowledge of topic;** | **answering questions** | **questions** but for | **grasp of** |  |
|  |  | explains and | but **do not elaborate** | some **needs** more | **information; has** |  |
|  |  | **elaborates** on all | **enough** | practice | **undeveloped or** |  |
|  |  | questions |  |  | **unclear** answers to |  |
|  |  |  |  |  | questions |  |
|  |  |  |  |  |  |  |

Total Rating \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature over printed name of the Panel Chair/Member

Source:

Khoukhi, A.(2013). A Structured Approach to Honours Undergraduate Research Course, Evaluation Rubrics and Assessment. J Sci Educ Technol, 22, 630–650. doi: 10.1007/s10956-012-9419-3