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| **Content Structure / Ideas** | **4 - Excellent** | **3 - Good** | **2 - Fair** | **1 - Poor** |
| Focus | Purpose of presentation is clear from the outset. Supporting ideas maintain clear focus on the topic. | Topic of the presentation is clear. Content generally supports the purpose | Presentation lacks clear direction. Big ideas not specifically identified | No focus at all. Audience cannot determine purpose of presentation |
| Organization | Student presents information in logical, interesting sequence that audience follows | Student presents information in logical sequence that audience can follow | Audience has difficulty following because student jumps around | Audience cannot understand because there is no sequence of information |
| Visual Aids | Visual aids are readable, clear and professional looking, enhancing the message | Visual aids are mostly readable, clear and professional looking | Significant problems with readability, clarity, professionalism of visual aids | Visual aids are all unreadable, unclear and/or unprofessional |
| Question & Answer | Speaker has prepared relevant questions for opening up the discussion and is able to stimulate discussion | Speaker has prepared relevant questions for opening up the discussion and is somewhat able to stimulate discussion | Speaker has prepared questions but is not really able to stimulate discussion | Speaker has not prepared questions |

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| **Language and Delivery** | **4 - Excellent** | **3 - Good** | **2 - Fair** | **1 - Poor** |
| Eye Contact | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes | Consistent use of direct eye contact with audience, but often returns to notes | Displays minimal eye contact with audience, while reading mostly from the notes | No eye contact with audience; entire presentation is read from notes |
| Enthusiasm | Demonstrates a strong, positive feeling about topic during entire presentation | Mostly shows positive feelings about topic | Shows some negativity toward topic presented | Shows no interest in topic presented |
| Elocution | Student uses a clear voice so that all audience members can hear presentation | Student’s voice is clear. Most audience members can hear presentation | Student’s voice is low. Audience has difficulty hearing presentation | Student mumbles, speaks too quietly for a majority of audience to hear |
| Time Management | Students start and finish presentation in time | Students start presentation in time and could not finish in time | Students could not star presentation in time but they finish in time | Students could not start and could not finish presentation in time |

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| **Technical** | **4 - Excellent** | **3 - Good** | **2 - Fair** | **1 - Poor** |
| Knowledge | Demonstrate clear knowledge and understanding of the subject | Show clear knowledge and understanding of most subject area | Show some knowledge and understanding of the subject area | Show no knowledge and understanding of the subject area |
| Research | Evidence of thorough research and preparation | Evidence of sufficient research and preparation | Evidence of some research and preparation | Evidence of no research and preparation |
| Discussion of new ideas | Demonstrate thorough knowledge while discussing new ideas | Show sufficient knowledge while discussing new ideas | Show some knowledge while discussing new ideas | Show no knowledge while discussing new ideas |
| Argument | Opinion set out in a concise and persuasive manner | Opinion is not concise and persuasive manner | Opinion is clearly demonstrated but not persuasive | Opinion is not demonstrated or highlighted |
| Questions | Responded very well to technical questions | Could answer most technical questions related to the presentation | Could answer some technical questions related to the presentation | Could not answer any technical questions related to the presentation |