

**Student Success Course**

**EDUC 1300 Learning Framework**

**Presentation Rubric**

Note: Presentations receiving a grade of 69% or lower **will not** be considered complete. In these cases, the student will be required to conduct the presentation again at a later time in front of a panel of individuals determined by the instructor in order to master the outcome associated with the assessment.

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|  | **Poor (0-5 points)** | **Fair (6-10 points)** | **Good (11-15 points)** | **Excellent (16-20 points)** |
| ***CONTENT***  Inclusion of all assignment criteria: | Student does not respond to or elaborate upon the criteria listed on the assignment directions. | Student responds to and elaborates upon some of the criteria listed on the assignment directions. | Student responds to and elaborates upon most of the criteria listed on the assignment directions | Student responds to and elaborates upon all of the criteria listed on the assignment directions. |
| **ORGANIZATION** | Audience could not understand the presentation because the information was presented unclearly. | Audience had difficulty following the presentation because the topics were not in a logical sequence. | Student presented information in a sequence which audience could follow. | Student presented information in a logical and interesting sequence which audience could easily follow. |
| **VISUALS** | No visuals were used or student’s visuals did not add to the focus of the presentation. Visuals were irrelevant to the topic. | Student occasionally used visuals that supported the focus of the presentation. Some aspects of the visuals were unclear or distracting. | Student’s visuals related well to the focus of the presentation. | Student used clear, effective visuals to reinforce the text of the presentation. |
| **DELIVERY** | Student mumbled, spoke too softly, mispronounced words. Student did not make eye contact or engage with the audience.  ONLINE: No audio or narration complements the presentation | Audience had difficulty following the student due to the pitch and speed of the student’s voice. Student generally made eye contact and attempted to engage with the audience.  ONLINE: Some audio or narration is included but is inaudible, unclear, unrehearsed or distracting. | Student used a clear voice and pronounced most words correctly. Student made eye contact and engaged with the audience.    ONLINE: Narration and/ or audio complements the presentation. | Student used a clear voice, clear tone and correct pronunciation. Student made eye contact and engaged with the audience.  ONLINE: Narration and/or audio complements the presentation. |
| **SPELLING/ GRAMMAR** | Visuals contain frequent and severe errors in spelling, capitalization, punctuation, grammar usage, and/or sentence structure. Errors make visuals difficult to read and cause confusion. | Visuals contain some severe errors in spelling, capitalization, punctuation, grammar usage, and/or sentence structure to cause clarity problems at times. At other times, they do not cause confusion, but weaken the overall presentation. | Visuals demonstrate general command of spelling, capitalization, punctuation, grammar usage, and/or sentence structure is evident. Few errors, but not enough to cause confusion. | Visuals contain no errors in spelling, capitalization, punctuation, grammar usage, and/or sentence structure. |