**Oral Presentation (by Group) Rubric**

**Navajo Technical University**

Student: Assignment: Date:

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| Criteria | Emerging (1) | Developing (2) | Proficient (3) | Scores & specific  comments |
| Content | Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation. | For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included. | Speakers provide accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights. |  |
| Organization | Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear. | Presentation is generally clear and well organized. A few minor points may be confusing. | Presentation is clear, logical, and organized. Listener can follow line of reasoning. |  |
| Communication aids | Communication aids are poorly prepared or used inappropriately. Font size is too small to read. Too much information is included. Details or some unimportant information is highlighted, and may confuse the audience. | Communication aids contribute to the quality of the presentation. Font size is mostly readable. Appropriate information is included. Some material is not supported by visual aids. | Communication aids enhance presentation. The font on the visuals is readable. Information is represented and organized to maximize audience comprehension. Details are minimized so that main points stand out. |  |
| Accuracy | Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable. | No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight. | Information (names, facts, etc.) included in the presentation is consistently accurate. |  |
| Responsiveness | Speakers respond to questions inadequately. Body language reveals a reluctance to interact with audience. | Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience. | Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience |  |
| Analysis of group process and individual role within it | Does not articulate any of the three – what worked well and why, what didn’t work well and why, how to improve. | Discusses only two of the three; discusses group without discussing self; discusses self without discussing group. | Clearly articulates what worked well and why, what did not work well and why, and ways to increase effectiveness and efficiency of group process in the future, considering self as well as others. |  |
| Overall comments | | | | Reviewer’s initials |

Scale: 18-16=A, 15-13=B, 12-11=C, 10-9=D, less than 8=F