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| NAME | TOPIC | DATE |
|  **Unsatisfactory L Satisfactory H Outstanding** | **U** | **L** | **S** | **H** | **O** |
| **ORGANIZATION and CONTENT** |
| **CONTENT (REQUIREMENTS & NECESSARY ELEMENTS)** | Skims surface; uses rote definition; shows little true understanding or comprehension; appears rushed; provided incorrect or confusing information. | Appropriate; Fulfills obligations of assignment; communicated mostly correct information, though some redirection or clarification may have been needed. | Stimulating; original; clear/well expanded; prepared listeners fully; identified additional information and/or elements of usage | 0 | 1-3 | 4-6 | 7-9 | 10 |
| **SUPPORT/EXAMPLES (VISUALS & VERBAL)** | Inadequate development/explanation; errors/sloppy; awkward or incorrectly used, inadequate sources; no source citations provided. | Adequate development/explanation; examples supported or illustrated ideas, cited sources; some further explanation would have benefitted the presentation | Comprehensive development/stimulating; examples skillfully used and explained, examples enhance audience’s understanding; contained a variety of sources (all cited). |  |  |  |  |  |
| **ORGANIZATION (LOGIC &TRANSITIONS)** | Vague; lacked balance/awkward transitions throughout; work seemed off-kilter, no connection made between examples | Main ideas related to purpose/each other; presentation flows smoothly and examples are clearly connected. | Skillfully maneuvered during presentation; shows strong evidence of practice and thoughtful connections between examples; information occurs in logical order. |  |  |  |  |  |
| **CONCLUSION (SUMMARY & CLOSURE)** | Incomplete; presentation ends abruptly; no sense of finality. | Reviewed highlights of main points/definite conclusion; appropriately tied to subject. | A synthesis; fostered retention of key ideas/positive impact; creative. |  |  |  |  |  |
| **DELIVERY** |
| **VERBAL EXPRESSION** | Articulation problems; incorrect grammar/pronunciation; vocalized pauses (um, uh); poorly worded; monotone; too soft/loud; too slow/fast; artificial; lacked confidence. | Not distracting; natural force, pitch, rate, and emphasis; positive. | Exceptional articulation, pronunciation, grammar; precise word choice; dynamic; spontaneous; conversational; varied, engaging. |  |  |  |  |  |
| **PRESENCE** | Static/unnatural movement, pacing, distracting, hindered communication, hides behind desks/other presenters. | Varied movement, usually purposeful. | Purposeful movement, comfortable, confident, enhanced presentation. |  |  |  |  |  |
| **AUDIENCE ENGAGEMENT** | Missing or partial eye contact; focused on visual-aids or notes (reading straight from the screen too much). No attempt to engage audience in feedback/discussion. | Eye contact included most listeners; acceptable reference to notes. Some attempt at eliciting audience feedback; though more persistence/engagement would have enhanced the presentation. | Direct eye contact; rarely relied on notes, sought feedback from classmates in a way that enhanced audience engagement and understanding. |  |  |  |  |  |
| **COMMENTS:**TIME: \_\_\_\_\_\_\_\_\_ TOTAL POINTS POSSIBLE: \_\_\_70\_\_\_ TOAL POINTS AWARDED: \_\_\_\_\_\_\_\_ U=Unsatisfactory, L=Low satisfactory, S=Satisfactory, H=High satisfactory, O=Outstanding |