CSE Oral Communication Rubric

Presenter Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Evaluation | 4 | 3 | 2 | 1 |  |
| Bad Habits | Student exhibits two or fewer presentation bad habits such as pacing, stammering, hands in pockets, not engaging audience etc. | Student exhibits three or fewer presentation bad habits such as pacing, stammering, hands in pockets, not engaging audience etc. | Student exhibits four or fewer presentation bad habits such as pacing, stammering, hands in pockets, not engaging audience etc. | Student exhibits many presentation bad habits such as pacing, stammering, hands in pockets, not engaging audience etc. |  |
| Mechanics | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Student’s presentation has four or more spelling errors and/or grammatical errors. |  |
| Eye Contact | Student maintains eye contact with audience, seldom returning to notes. | Student maintains eye contact most of the time but frequently returns to notes. | Student occasionally uses eye contact, but still reads most of report. | Student reads all of report with no eye contact. |  |
| Elocution | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back to hear. |  |
| Personal Appearance | Dressed and groomed appropriately. |  |  | Not dressed and groomed appropriately for such a presentation. |  |
| Technical Content | Content is technically sound, exhibits appropriate research, and depth is appropriate. | Content is technically sound but could exhibit more research and depth. | Content is not strong, research and depth are lacking. | Content is trivial, research and depth are not demonstrated |  |
| Organization and logical flow | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because of poor logical flow of information. | Audience cannot follow presentation because there is no logical flow of information. |  |
| Response to Audience Questions | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.  | Student is at ease with expected answers to all questions, but fails to elaborate. | Student is uncomfortable with information and able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. |  |
| Meaningful Graphics and Visuals | Student's graphics and visuals explain and reinforce screen text and presentation. | Student's graphics and visuals relate to text and presentation. | Student occasionally uses graphics and visuals that rarely support text and presentation. | Student uses no graphics. |  |
| Time Management | Student completely covers topic within the allocated time leaving an appropriate amount of time for Questions. | Student adequately covers topic within the allocated time leaving an appropriate amount of time for Questions. | Student covers topic with slight content omissions, or exceeds or underutilizes time limits. | Student inadequately covers topic and exceeds or underutilizes time limits. |  |
| Presentation is appropriate for audiences in attendance and for objectives | Presentation communicates the presenters' objectives, and uses language and words/jargon/acronyms appropriate to the audience. | Presentation communicates the presenter's objective, but does not use language and words/jargon/acronyms appropriate to the audience. | Presentation does not communicate the presenter's objective, but uses language and words/jargon/acronyms appropriate to the audience. | Presentation does not communicate the presenters' objectives, nor uses language or words/jargon/acronyms appropriate to the audience. |  |