**Group Presentation Rubric**

***Presentation Title:***

Name:

Teacher:

Date of Presentation:

Title of Work:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Criteria** |  |  | **Points** |
|  |  |  |  |  |  |
|  | 1 | 2 | 3 | 4 |  |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence that audience can follow. | Student presents information in logical, interesting sequence that audience can follow. |   |
| **Content Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is only able to answer rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required) with explanations and elaboration. |  |
| **Visuals** | Student used no visuals. | Student occasionally used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. |   |
| **Mechanics** | Student's presentation had four or more spelling errors and/or grammatical errors. | Presentation had three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |   |
| **Delivery** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. | Student used a clear voice and correct, precise pronunciation of terms. |   |
|  |  |  |  | **Total---->** |  |

**Teacher’s Comments**