**Individual Presentation Rubric**

Presentation Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
| ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Date of Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  |  |  | **Criteria** |  |  | **Points** |  |
|  |  |  |  |  |  |  |  |
|  | 0 – 5 |  | 6 – 10 | 11 – 15 | 16 - 20 |  |  |
|  |  |  |  |  |  |  |  |
|  | Audience cannot |  | Audience has | Student presents | Student presents |  |  |
|  | understand |  | difficulty following | information in | information in logical, |  |  |
| Organization | presentation because |  | presentation | logical sequence | interesting sequence |  |  |
|  | there is no sequence |  | because student | which audience can | which audience can |  |  |
|  | of information. |  | jumps around. | follow. | follow. |  |  |
|  |  |  |  |  |  |  |  |
|  | Student does not have |  | Student is |  | Student demonstrates |  |  |
|  | uncomfortable with | |  |  |  |
|  | grasp of information; | Student is at ease | full knowledge (more |  |  |
| Content |  | information and is |  |  |
| student cannot |  | with content, but | than required) with |  |  |
| Knowledge | only able to answer | |  |  |
| answer questions | fails to elaborate. | explanations and |  |  |
|  |  | rudimentary |  |  |
|  | about subject. |  |  | elaboration. |  |  |
|  |  | questions. |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  | |  |  |  |  |
|  |  | Student occasionally | | Visuals related to | Student used visuals to |  |  |
|  | Student used no |  | used visuals that |  |  |
| Visuals |  | text and | reinforce screen text |  |  |
| visuals. |  | rarely support text |  |  |
|  |  | presentation. | and presentation. |  |  |
|  |  |  | and presentation. |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | Student’s presentation |  | Presentation had | Presentation had no | Presentation had no |  |  |
|  | had four or more |  | three misspellings | more than two |  |  |
| Mechanics |  | misspellings or |  |  |
| spelling errors and/or | and/or grammatical | | misspellings and/or |  |  |
|  | grammatical errors. |  |  |
|  | grammatical errors. |  | errors. | grammatical errors. |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | Student mumbles, | Student incorrectly | |  |  |  |  |
|  | incorrectly |  |  |  |  |
|  |  | pronounces terms. | Student’s voice is | Student used clear |  |  |
|  | pronounces terms, |  |  |  |
|  | Audience members | | clear. Student | voice and correct, |  |  |
| Delivery | and speaks too quietly |  |  |
|  | have difficultly | pronounces most | precise pronunciation |  |  |
|  | for students in the |  |  |  |
|  |  | hearing | words correctly. | of terms. |  |  |
|  | back of the class to |  |  |  |
|  |  | presentation. |  |  |  |  |
|  | hear. |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  | Total |  |  |
|  | |  |  |  |  |  |  |
| **Teacher Comments:** | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |