

Scoring Guide for Oral Presentation*

*Several Items are Aligned with the TEP's Oral Presentation Rubric and Standard 9 for Communication Skills

Jackie Crawford's Educ _____

Student: _____ Date: _____ Time: _____ to _____ (_____ minutes total)

Observations					
		Advanced (5 Points)	Competent (3-4 Points)	Developing/Not Met (0-2 Point)	Score & Weight
Opening and Overview		Introduction generates audience interest and topic is made meaningful for each member. An overview of presentation topics is included without saying "In this speech I will...."	Introduction is interesting and many audience members are able to make a personal connection . A few references are made to content that will be covered in the presentation. Does not say, "In this presentation I will...."	Begins main part of presentation without any opening/introduction to presentation.	_____ X 1 =
Informative and Research-based		Shares information that is relevant, factual, research-based, and designed for this audience. Makes connections to the class and previous learning.	Shares information that is relevant with no more than 1 factual error ; most information has a research base .	Shares little new or meaningful information. Makes 2 or more factual errors.	_____ X 2 =
Organization & Transitions		Presentation follows a logical sequence with smooth transitions from one topic to the next.	Most information follows a logical sequence and some connections are made between segments.	Lack of logical sequencing makes it difficult for the audience to follow.	_____ X 2 =
Personal Position, Rationale, Research, & Citation		Personal position is clearly stated and a strong rationale is provided and supported with cited research .	Personal position is stated and a rationale is included. Research is cited .	Vague or no statement of position and/or no rationale or support provided.	_____ X 2 =
Knows Material		Knows material well enough to speak fluently and in a conversational manner without reading notes .	Looks at notes occasionally ; hesitates at times or sounds too rehearsed/memorized .	Reads primarily from notes.	_____ X 2 =
Enthusiasm		Demonstrates a keen interest in and passion for the topic.	Frequently shows interest in topic.	Shows little interest in topic.	_____ X 1 =
Visual Aid		Visual aid supplements the presentation; professional, attractive, and creative ; no grammatical/word choice/spelling/typing errors ; photos and images occur more frequently than text. An electronic copy of the visual aid has been sent to the professor.	Visual aid included; could be more creative or attractive; 1-2 grammatical/word choice/spelling/typing errors . There are equal amounts of text and images; an electronic copy of the visual aid has been sent to the professor.	Visual aid has more than 3 grammatical/word choice/spelling/typing errors; frames are dominated by text. An electronic copy has not been sent to the professor.	_____ X 3 =
Asks Questions to Stimulate Discussion		Asks at least 2 higher-order questions (application, analysis, synthesis, interpretive, evaluative). Questions stimulate analytical, reflective, and evaluative thought and cannot be answered with simple "yes" or "no" responses.	Asks 1 higher-order question (application, analysis, synthesis, interpretive, evaluative). Questions generate some class discussion but mainly involve the person answering the question.	Does not ask any higher-order questions and the questions elicit little classroom discussion.	_____ X 2 =
Responds to Questions		Accurately responds to questions in a respectful manner and uses audience questions as a way to extend learning .	Responds to questions with no more than 1 factual error and elaborates to extend audience understanding. Respectful .	Makes 2 or more factual errors; most responses are brief and tend to shut down discussion. Lacking respect.	_____ X 2 =

Eye Contact		Looks at the audience the majority of the time and looks at all audience members and gives equal eye contact to those in the front or back or on the right or left side. Rarely looks at notes.	Looks at audience frequently and refers to notes only a few times during presentation.	Little eye contact with audience; mostly looks at the floor or visual aid or notes. Lack of eye contact detracts from audience engagement.	<hr/> X 2 =
Movement		Fluid movements and gestures; does not stand in one spot the entire time. Varies proximity to audience.	Makes a few gestures and moves occasionally.	Very limited and/or stiff gestures, rarely moves beyond one spot.	<hr/> X 1 =
Speech (Volume, tone, inflection, pronunciation)		Volume is sufficient for all to hear; varied tone and inflection; pronounces all words correctly.	Volume could be better but generally ok; more variation in tone and inflection would serve to engage audience; pronounces 1-3 words incorrectly.	Audience struggles to hear or understand the presenter; words are mispronounced; little variation in inflection or tone.	<hr/> X 3 =
Grammar, Word Choice, Bias- and Slang-free Language		Vocabulary is at an appropriate level for this audience. Makes no more than 1 error in grammar and/or word choice. Language is bias- and slang-free (no use of “You guys,” “whatever,” “lol,” “girly girl,” “boys will be boys,” etc.).	Makes 3-4 grammatical or word choice errors; uses biased language or slang (“You guys,” “whatever,” “lol,” “girly girl,” “boys will be boys,” etc.) on 1-4 occasions.	Makes more than 4 grammatical or word choice errors; uses biased language or slang (“You guys,” “whatever,” “lol,” “girly girl,” “boys will be boys,” etc.) on more than 4 occasions.	<hr/> X 3 =
Vocalized Pauses/Lack of Fillers		No more than 3 vocalized pauses (“um,” “uh,” “ok,” “and so,” etc.).	Vocalized pauses (“um,” “uh,” “ok,” etc.) are used 4-6 times but do not detract significantly from the presentation.	7 or more vocalized pauses (“um,” “uh,” “ok,” “and so,” etc.) which distract the audience.	<hr/> X 2 =
Humor		Uses humor to enhance the presentation while maintaining a professional demeanor.	Uses humor occasionally and maintains professionalism.	Relies too heavily on humor or uses humor that is inappropriate.	<hr/> X 1 =
Poise		Excellent posture; appears confident; recovers quickly from any errors or difficulties.	Posture is good; demonstrates some ease while presenting.	Appears uncomfortable and anxious. Audience feels uncomfortable.	<hr/> X 1 =
Pacing		Moves at a quick enough pace to maintain audience interest without speaking too quickly for audience to follow.	Pace is mostly appropriate; speed of speaking does not hinder audience understanding.	Moves too quickly or too slowly; hard for the audience to follow.	<hr/> X 1 =
Timing		Presentation lasts + or - 3 minutes beyond the required time frame (____ - ____ minutes).	Presentation lasts + or - 4-6 minutes beyond required time frame (____ - ____ minutes).	Presentation lasts + or - 7 minutes beyond the required time frame (____ - ____ minutes).	<hr/> X 2 =
Professionalism		Prepared, ready to go, has all materials at the beginning of the presentation, organized, cites all sources using APA.	Has all but one item ready for the presentation; references and cites the majority of research (using APA).	Not well organized or prepared; unable to present at scheduled time; fails to cite sources.	<hr/> X 1 =
Technology		Sets up technology and is skillful in use.	Needs some assistance to set up technology; skillful most of time.	Struggles with technology.	<hr/> X 1 =
Peer Feedback and Self-assessment		Self reflection mirrors the instructor’s assessment and includes suggestions for improvement. Peer feedback is very positive.	Self reflection is similar to the instructor’s assessment; most peer feedback is positive.	Self reflection is vague and superficial with limited suggestions for improvement; peer feedback identifies deficits.	<hr/> X 2 =
General Comments:					<p style="text-align: right;">Final Score: _____</p> <p style="text-align: right;">Grade: _____</p> <p style="text-align: right;">/ 185</p>