

Oral Presentation Rubric College of Science Purdue University

Student:

Course/Context:

Evaluator:

Date:

First Presentation
 Final Presentation

Criteria ¹	Level			
	Beginning 1	Developing 2	Proficient 3	Mastery 4
A. Content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors <input type="radio"/>	Topic would benefit from more focus; presentation contains some fact errors or omissions <input type="radio"/>	Topic is adequately focused and relevant; major facts are accurate and generally complete <input type="radio"/>	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors <input type="radio"/>
B. Organization/Clarity Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear <input type="radio"/>	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear <input type="radio"/>	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable <input type="radio"/>	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise <input type="radio"/>
C. Completeness Level of detail, depth, appropriate length, adequate background of information	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long <input type="radio"/>	Additional depth needed in places; important information omitted or not fully developed; presentation is too short or too long <input type="radio"/>	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length <input type="radio"/>	Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length <input type="radio"/>
D. Grammar/Mechanics Correct grammar and usage that is appropriate for audience(s)	Presentation contains several major grammar/usage errors; sentences are long, incomplete or contain excessive jargon <input type="radio"/>	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow <input type="radio"/>	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable <input type="radio"/>	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand <input type="radio"/>
E. Documentation Proper support and sourcing for major ideas, inclusion of visual aids that support message	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided <input type="radio"/>	Some message support provided by facts and visual aids; sourcing may be outdated or thin, visual aids need work <input type="radio"/>	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current <input type="radio"/>	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas <input type="radio"/>
F. Delivery Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, posture, effective use of visual aids	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used <input type="radio"/>	More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved <input type="radio"/>	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately <input type="radio"/>	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively <input type="radio"/>
G. Interactions Adequate eye contact with audience, ability to listen and/or answer questions	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions <input type="radio"/>	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions <input type="radio"/>	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions <input type="radio"/>	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy <input type="radio"/>

¹Evaluation standards may be based on disciplinary frameworks and defined at program level.