***Academic Presentation Assessment Rubrics***

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|  | ***19-20 (Excellent)*** | ***17-18 (Good)*** | ***15-16 (Fair)*** | ***14- Below (Needs Improvement)*** |
| ***Content:*** | A concise summary of the topic; Convincing justification for choice of topic;  Comprehensive and complete coverage of information | A good summary of the topic; Acceptable justification for choice of topic;  Most important information covered;  Little irrelevant information | Informative but  much of the information irrelevant; Confused justification for choice of topic;  Coverage of some of the major points | A brief look at the topic; No justification for choice of topic;  Majority of information irrelevant and significant points left out |
| ***Organization:*** | Clear purpose and  subject;  Pertinent examples,  facts, and/or statistics;  Supports conclusions/ideas  with evidence | Somewhat clear  purpose and subject;  Some  examples, facts, and/or  statistics that support the  subject;  Some data  or evidence that supports  conclusions | Attempts to define purpose  and subject;  Weak examples, facts, and/  or statistics not  adequately supporting the  subject;  Very thin  data or evidence to support conclusion | Subject and purpose not clearly defined;  Weak or no  support of subject;  Insufficient support for ideas  or conclusions |
| ***Visual Aids:*** | Information is clear and concise with proper key information in points or phrases;  Visually appealing/engaging | Too much information in complete sentences on slides along with proper key information in phrases;  Significant visual appeal | Too much information in complete sentences on many slides;  Some proper key information;  Minimal effort made to make slides appealing | Too much information in complete sentences on slides;  No or few proper key information;  Repetition of the same information on multiple slides;  No visual appeal |
| ***Delivery Style:*** | Regular eye contact;  Appropriate speaking volume & body language;  Proper pace and diction; Fluent avoidance of repetitions, hesitations, gap fillers | Steady eye contact; Adequate volume and energy;  Generally  good pace and diction;  Few or no distracting  Gestures; Few repetitions, hesitations, gap fillers | More volume or energy needed at times;  Pace too slow or fast;  Some distracting  gestures or posture; Some repetitions, hesitations, gap fillers | Low volume and energy;  Pace too slow  or fast;  Poor diction; Lots of distracting  gestures or posture; Frequent repetitions, hesitations, gap fillers |
| ***Question-answer Session:*** | Demonstrates full  knowledge by answering  all types of questions  with explanations and  elaboration in professional manner | Is at ease with expected  answers to all questions without elaboration in somewhat professional manner | Is uncomfortable with  information and is able to  answer only rudimentary  questions | Does not have grasp of  information and cannot  answer questions about  subject |