

Group Presentation rubric

CRITERIA	EXCELLENT 5	VERY GOOD 4	MEETS EXPECTATIONS 3	APPROACHES EXPECTATIONS 2	NEEDS IMPROVEMENT 1
Teamwork (group grade)	The group worked very well with each other and the presentation was shared equally among the group members. Transitions between speakers were accurate and smooth	The group worked well with each other and the presentation was shared quite equally among the group members. Transitions between speakers were mainly accurate and smooth	The group worked well with each other and communicated well. Some members participated slightly more than others. There were transitions between speakers	Group communicated relatively well with a few lapses in the presentation; some students dominated the presentation and others did not participate much. Transitions between speakers were inconsistent.	Group did not work well together. There were obvious miscommunications and lapses in the presentation. There were few or no transitions between speakers.
Content (individual grade)	Level of complexity completely on target for the audience. Compelling message with a clear and justified focus. Effortless to follow with a variety of transitions effectively and naturally used throughout the talk.	Level of complexity suitable for the audience. Message clear throughout. Main points well justified. Easy to follow with a variety of transitions quite effectively and naturally used in most parts of the talk	Level of complexity mostly suitable for the audience. Message comes through. Main points are justified. Quite easy to follow with transitional phrases between sections/slides/topics present, but occasionally inconsistent or inaccurate	Level of complexity occasionally too high/ low. Message implied..Some contents seem irrelevant or lack elaboration. Comprehensible with some transitional phrases present, but often too mechanical or inaccurate.	Level of complexity too high/low. Message not clear, loss of topical focus. Main points need elaboration. Hard to follow due to no, few, or too short / inaccurate transitional phrases.
Organization	The speech has a clear introduction that catches the audience's attention	The speech has a clear introduction that catches the	The introduction and conclusion are clear and somewhat related to the	The introduction and conclusion may be ineffective and	No attempt has been made to compose an effective introduction

(group grade)	effectively and is connected to the whole; the conclusion effectively summarizes the speech and is related to the whole. Topical progression & all the elements effective, memorable and complete	audience's attention and is connected to the whole. The conclusion summarizes the speech well. Topical progression easy to follow. Required elements all present and balanced, but could still be more effective	whole. Topical progression quite easy to follow. Elements are present and quite balanced, but somewhat mechanical.	not related to the whole; Topical progression hard to follow. Core elements need improvement.	or conclusion; Topical progression very hard to follow due to missing, incomplete or unbalanced elements.
Visuals (group grade)	Visual aids contain a suitable amount of information throughout. Images/graphs/diagrams are effectively used to replace text. Headings skillfully support the organisation. Font type/size and colour are effectively used throughout.	Visual aids contain a suitable amount of information. Images, font type/size and use of colour support communication, illustrating and clarifying the message. Headings reflect the organisation.	Visual aids mainly contain a suitable amount of information. Images and headings mostly relevant. Font type/size, and use of colour mainly support communication. May contain minor grammar or spelling errors.	Some of the visual aids contain too much/ too little information. Some images and headings may be lacking, irrelevant or inconsistent. Font type/ size, use of colour and grammar/ spelling errors weaken communication.	Visual aids contain too little or too much information. Images and headings are lacking, irrelevant or inconsistent. Font type/size, use of colour, and grammar/ spelling errors disturb communication.
Delivery (individual grade)	Confident and engaging delivery, and excellent audience contact. Speech and visuals skillfully synchronized throughout. Language use very accurate with natural fillers/ pausing and excellent pace. Good timing.	Engaging delivery and good audience contact. Speech and visuals synchronized. Language use mostly accurate with natural fillers/ pausing, and good pace. Good timing	Sufficiently engaging delivery and/or adequate eye contact. Speech and visuals mainly synchronized. Language use fairly accurate with some natural fillers/ pausing and good pace. Good timing.	Somewhat unengaging delivery and/or poor eye contact. Speech and visuals not well synchronized and/ or speech relies obviously on notes. Pace, fillers/ pausing and/or inaccuracy of	Unengaging delivery and/or poor eye contact. Speech and visuals not synchronized and/ or speech relies too much on notes. Pace, fillers/ pausing, and/or inaccuracy of language obscure meaning. Significant timing issue.

				language sometimes obscure meaning. Some timing issues.	
References (group grade)	Outside sources are incorporated logically, insightfully, and elegantly into the speech; sources are accurately documented on the references slide	Outside sources are incorporated logically, into the speech; sources are quite accurately documented on the references slide	Source material is incorporated logically and adequately into the speech; sources are documented on the references slide but not always accurately	Source material is incorporated into the speech but sometimes inappropriately or unclearly; some of the sources are documented on the references slide	Source material is never incorporated or it is incorporated inappropriately or unclearly into the speech; there is no references slide

Adapted from <http://ustudies.semo.edu/oralcom/holistic.htm> and <http://www.rcampus.com/rubricshowc.cfm?code=B3WA45> and