## LC-1112 Online Presentation Skills for Engineers, Presentation Grading Rubric, 35/ of 40 points

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **1** | **3** | | **5** | | | |
| **CONTENT**  5 | | **Content** not quite on target: **message** was missing or poorly communicated/ justified (e.g. some content seems irrelevant). | **Content** is mainly on target and relevant to the purpose. Sufficiently clear **message** with justification. | | **Content** clearly on target and directly supports the purpose. Conveys a strong **message** with logical justification.Contents planned appropriately to fit the time frame given. | | | |
| The **level of complexity** was too high/low with regard to the audience (e.g. too much/little technical detail/jargon*).* | The **level of complexity** was appropriate to the audience (e.g. technical jargon, if used, was sufficiently explained). | | The **level of complexity** was appropriate to the audience, and the presenter shows the ability to link new information with audience’s prior knowledge. | | | |
| **ORGANISATION 10** | | **Topical focus** **was lost** several times during the presentation, making the progress of ideas was **hard to follow.** | T**opical focus** lost once or twice, but overall, the presentation was **quite easy to follow**. | | The presentation **stayed focused** on the topic and purpose throughout. The ideas progressed **clearly and logically** | | | |
| **Introduction** was missing or incomplete (e.g., relevance of the topic and message to the audience, credibility, purpose, overview of content). | The **introduction** attempts to make the topic/message relevant to the audience (attention-grabber).  Contains credibility, topic and purpose, overview of content) but there may be some weaknesses in their effectiveness. | | The **introduction** orients the audience effectively towards the topic, focus and purpose of the talk.  Demonstrates the relevance of the topic and **captures audience interest** using imagination. | | | |
| **Body** of the presentation was disorganized, the main points were clearly out of balance or did not sufficiently support the overall message. | **Body** is quite successfully divided into main topic areas to support the message, e.g. there may be a little too much/ too little detail, or some part(s) may be somewhat over/under-weighted. | | **Body** is very logically divided into clearly focused and well balanced main points, convincingly supporting the overall message. | | | |
| No real **conclusion,** or conclusionwas missing or lacked relevance and purpose of the topic to the audience.  Presents new information. | **Conclusion** summarises/lists the main points, but does not effectively reinforce the relevance and purpose of the topic to the audience. | | **Conclusion** summarises the main points and reinforced the relevance and purpose of the topic, returning to the theme of the introduction. | | | |
| **TRANSITIONS 5** | | Used few or no transitional phrases to guide the audience or those used are too short or inaccurate. | | Uses transitional phrases between sections, main topic areas (e.g. restate-forecast and/or topic sentences), and slides belonging to the same topic area, but occasionally inconsistently or inaccurately | | Uses a variety of transitions and signposting effectively and naturally throughout the talk to link ideas/facts and to maintain focus on the topic and purpose. | |
| **VISUALS 5** | Visual aids contained **too little** or **too much information**  (e.g. excessive text, full sentences) …  or had a **sloppy** appearance. | | Visual aids mainly contained suitable **amount of information** on slides.  Overall quite clear and spacy. | | | | Visual aids contained a suitable **amount of information** throughout (e.g. text is limited to keywords and phrases, abbreviated language).  General layout pleasant to the eye. |
| **Images** may be lacking/ irrelevant/ distract from the main message, serving more as decorations than informative elements of the talk. | | **Images** are relevant to the topic and mainly support communication, illustrating and clarifying the message. | | | | **Images**/graphs/diagrams are used to replace the spoken word/ function effectively as component parts of the presentation. |
| **Headings** are either lacking or inconsistent, or do not match the promised content and organisation. | | **Headings** mainly reflect the organisation of ideas and division into main points but may contain some minor inconsistencies. | | | | **Headings** reflect the organisation throughout the talk, helping the audience follow the internal logic of the talk (e.g. division into main points, correspond to what was promised in the intro). |
| The chosen **font type/size/formatting** of text and headings and the usage of **colour** disturb communication and/or slides contain obvious **grammatical inaccuracies**. | | **Font type/size, formatting** and usage of **colour** are mainly suitable.  May contain **minor grammatical inaccuracies or other minor inconstancies.** | | | | Suitable **font type/size and formatting** of text and headings, and usage of colour support the organisation and the message.  No grammatical inaccuracies/ inconsistencies with headings. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **1-2** | **3-4** | **5** |
| **DELIVERY 10** | Unenthusiastic or monotonous delivery | Sufficiently engaging and interesting delivery. Tone and style suitable for the context. | Engagingand interesting delivery that showed presenter’s own enthusiasm. Style and tone successfully adapted to this audience and context. |
| Little interaction/**contact with the audience**/poor eye contact | Sufficient **interaction/contact** with the audience (eye contact, body language) | Good rapport and **contact with audience** throughout (eye contact, body language) |
| **Speech and visual** support do not always match, or speech relies too much on info on the slide. | **Speech and visual** support are synchronized. Demonstrates the ability to explain the contents in their own words. | Speech and visuals **skillfully synchronized**. Key facts on slides are successfully opened up and elaborated on in speech. |
| Appears **unprepared.** Did not know contents well: used notes too often / rambled aimlessly. | **Appears prepared** and **speaks quite freely** but may occasionally need some support from text on the slides (or notes). | Appears **well-rehearsed,** conveying the contents and message in a clear and **confident manner**. |
| Problems in **voice** **usage** (e.g. volume, pace and intonation**)** | Good **voice usage** (e.g. volume, pace and intonation). | **Voice usage** clear and pleasant, and varied effectively. Appropriate pace used. Utilizes pausing effectively. |
| Difficulty handling audience questions. | Handled audience questions sufficiently well. | Handled audience questions with ease. |
| Presentation was too short or too long. | Presentation was completed within the time frame given. | Presentation fit the time frame given perfectly. |
| **FLUENCY& GRAMMAR 5** | Frequent **fillers/ pausing** for grammatical and lexical planning and self-correction was very evident. | Language contained **occasional fillers/ hesitation** as speaker searched for patterns and expressions. | Expressed him/herself **fluently** and **spontaneously**, almost effortlessly. |
| Satisfactory control of **pronunciation** with mistakes that sometimes hindered understanding. | Good control of **pronunciation** with few mistakes, influence of native language does not disturb understanding. | Very good or excellent control of **pronunciation** |
| Satisfactory/ limited **vocabulary** and **grammar**. Obvious errors. | Good **vocabulary and grammar** with occasional ‘slips’ or non-systematic errors. | Very good **vocabulary and grammar**; errors rare and difficult to spot. |

\_\_\_ / 40