

		1 (Pass)	2 (Fair)	3 (Good)	4 (Very good)	5 (Excellent)
<b>ORGANIZATION</b>	<b>Time</b>	Too short (under 7 minutes) too long (over 11 min)				Within the target time limit
	<b>Introduction</b>	Lacking a clear introduction	Lacks one or more of the following: 1. attention-getter, 2. establishes credibility, 3. statement of purpose, 4. overview	<b>Attempts</b> to gain audience attention at the beginning, establishes credibility, clearly states purpose, and presents an overview of the structure.	<b>Attention getter lacks some relevance or effectiveness for the audience</b> ; establishes credibility, clearly states purpose, and presents an overview of the structure.	Highly successful Attention-getter that shows relevance of the aim to the audience; establishes credibility, clearly states purpose, and presents an overview of the structure.
	<b>Body</b>	Content lacks a connection to the purpose or lacks depth and detail.	Some parts of the content seem irrelevant to the purpose / topic. Content is not organized logically.	An apparent attempt is made to organize the content of the body, organization is not logical. Too much / too little detail.	Same as in 5 (excellent) but there might be a bit too much / too little detail in the body.	Content is relevant and directly supports the purpose.
	<b>Conclusion</b>	No real conclusion	Attempts to signal the end, or presents new information in the conclusion.	Clearly signals transition to the conclusion, lists the main points	Clearly signals transition to the conclusion; summarizes the main points by linking them back to the main purpose.	Conclusion refers back to the theme used in the introduction and makes an emotional and intellectual appeal that is closely linked to the theme.
<b>Meta-language</b>	<b>Transitions</b> (between slides)	Forgets to use any <b>transitions</b>	Occasionally remembers to use <b>transitions</b> between slides, though too short or inaccurate (e.g., "results")	Uses <b>transitions</b> between slides, but not consistently or accurately.	Consistently uses <b>transitions</b> between slides, though sometimes inaccurately.	Consistent and accurate use of the <b>restate-forecast strategy</b> and/or <b>topic sentences</b> to introduce next slides.
	<b>Superordinates</b> (between subpoints in bulleted lists)			Attempts to use <b>superordinates</b> (e.g., <i>point, thing, stuff</i> ) to move between <b>subpoints</b> in the same slide.	Demonstrates the ability to use <b>superordinates</b> to move between subpoints within the same slide, but inconsistently or inaccurately.	Consistent and accurate use of a <b>numerator</b> ( <i>A second..., Another...</i> ) and suitable <b>superordinates</b> (e.g., <i>benefit, problem, reason</i> )
<b>VISUALS</b>	<b>Slides</b>	Lacks one or more of the required slides Has too many slides				Amount of slides appropriate and suitable for the given time frame
	<b>Amount of text</b>	Irrelevant and excessive text	Excessive text ( <b>Full sentences</b> )	Attempts to use <b>6 x 6 approach</b>	Consistently uses <b>6 x 6 approach</b> or Assertion-Evidence Structure	Text is limited to <b>key words</b> or effectively utilizes the Assertion-Evidence
	<b>Headings</b>	Some slides lack headings	Most slides have headings, though they are ineffective.	attempts to use parallel structures in headings, though these are not abbreviated.	Headings predominantly use parallel structures and abbreviation.	Headings consistently use parallel structures and abbreviation.
	<b>Font (type, size)</b>		The chosen font type or size disturbs communication.			Font type (san-serif) and size (20 pt) are suitable.
	<b>Images</b> (graphs/diagrams)			<b>Images</b> may be irrelevant or distract from the main message.	Images support communication. Graphs, diagrams and flow charts are used to replace the written word.	Uses color and other techniques (e.g., laser pointer) to highlight and mark for listeners parts of graphs, diagrams, equations and flow charts referred to at that moment.
	<b>Language accuracy</b>	Several mistakes and typos on slides		Some minor inaccuracies	Few inaccuracies, though these do not disturb or amuse.	No grammatical inaccuracies. Demonstrates good knowledge of field-specific vocabulary and word choice.
<b>DELIVERY</b>	<b>Pronunciation</b>	Difficult to understand	some problems, which do hinder understanding	Some problems, though these do not hinder understanding	Almost no notable problems	Fluent & natural
	<b>Fluency</b> (hesitation, stress, intonation, speed)	Speech is too slow and hesitant. Flat intonation Speech rate is too fast.	Problems with word stress and natural intonation seriously hinder understanding	Some problems with word stress, lacks natural intonation, though these do not seriously hinder understanding	Fairly fluent in word stress and intonation.	Fluent and can use pause, can stress important words, and can vary the speed and intonation.
	<b>Body language &amp; Audience Contact</b>	No interaction with the audience	Little interaction with the audience	Sufficient interaction with the audience (eye contact, body language, turns to audience)	Consistent eye contact, though may occasionally turn back to the audience.	Maintains constant eye contact with the audience and uses body language to supplement the message.
	<b>Volume</b>	Needs to speak up	Occasionally difficult to hear	Easy to hear	Strong	Strong & enthusiastic

