

## Scoring Guide for Oral Presentation\*

\*Several Items are Aligned with the TEP's Oral Presentation Rubric and Standard 9 for Communication Skills

Jackie Crawford's Educ \_\_\_\_\_

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **to** \_\_\_\_\_ **( \_\_\_\_\_ minutes total)**

Observations					
		<b>Advanced (5 Points)</b>	<b>Competent (3-4 Points)</b>	<b>Developing/Not Met (0-2 Point)</b>	<b>Score &amp; Weight</b>
Opening and Overview		Introduction <b>generates audience interest</b> and topic is made <b>meaningful</b> for each member. An <b>overview</b> of presentation topics is included without saying "In this speech I will...."	Introduction is <b>interesting</b> and many audience members are able to make a <b>personal connection</b> . A <b>few references</b> are made to content that will be covered in the presentation. Does not say, "In this presentation I will...."	Begins main part of presentation without any opening/introduction to presentation.	_____ X 1 =
Informative and Research-based		Shares information that is <b>relevant, factual, research-based,</b> and <b>designed</b> for this <b>audience</b> . <b>Makes connections</b> to the class and previous learning.	Shares information that is <b>relevant</b> with no more than <b>1 factual error</b> ; most information has a <b>research base</b> .	Shares little new or meaningful information. Makes 2 or more factual errors.	_____ X 2 =
Organization & Transitions		Presentation follows a <b>logical sequence</b> with <b>smooth transitions</b> from one topic to the next.	<b>Most</b> information follows a <b>logical sequence</b> and <b>some connections</b> are made between segments.	Lack of logical sequencing makes it difficult for the audience to follow.	_____ X 2 =
Personal Position, Rationale, Research, & Citation		Personal position is <b>clearly stated</b> and a <b>strong rationale</b> is provided and supported with <b>cited research</b> .	Personal position is <b>stated</b> and a <b>rationale</b> is included. <b>Research is cited</b> .	Vague or no statement of position and/or no rationale or support provided.	_____ X 2 =
Knows Material		Knows material well enough to <b>speak fluently</b> and in a <b>conversational manner without reading notes</b> .	<b>Looks at notes occasionally</b> ; <b>hesitates</b> at times or sounds <b>too rehearsed/memorized</b> .	Reads primarily from notes.	_____ X 2 =
Enthusiasm		Demonstrates a <b>keen interest in and passion</b> for the topic.	Frequently shows <b>interest</b> in topic.	Shows little interest in topic.	_____ X 1 =
Visual Aid		Visual aid supplements the presentation; <b>professional, attractive, and creative</b> ; <b>no grammatical/word choice/spelling/typing errors</b> ; photos and images <b>occur more frequently</b> than text. An <b>electronic copy</b> of the visual aid has been <b>sent</b> to the professor.	Visual aid included; could be more creative or attractive; <b>1-2 grammatical/word choice/spelling/typing errors</b> . There are <b>equal amounts</b> of text and images; an <b>electronic copy</b> of the visual aid has been <b>sent</b> to the professor.	Visual aid has more than 3 grammatical/word choice/spelling/typing errors; frames are dominated by text. An electronic copy has not been sent to the professor.	_____ X 3 =
Asks Questions to Stimulate Discussion		Asks at least <b>2 higher-order questions</b> (application, analysis, synthesis, interpretive, evaluative). Questions <b>stimulate analytical, reflective, and evaluative thought</b> and cannot be answered with simple "yes" or "no" responses.	Asks <b>1 higher-order question</b> (application, analysis, synthesis, interpretive, evaluative). Questions generate <b>some class discussion</b> but mainly <b>involve the person answering</b> the question.	Does not ask any higher-order questions and the questions elicit little classroom discussion.	_____ X 2 =
Responds to Questions		<b>Accurately</b> responds to questions in a <b>respectful</b> manner and uses audience questions as a way to <b>extend learning</b> .	Responds to questions with no more than <b>1 factual error</b> and <b>elaborates</b> to extend audience understanding. <b>Respectful</b> .	Makes 2 or more factual errors; most responses are brief and tend to shut down discussion. Lacking respect.	_____ X 2 =

Eye Contact		<b>Looks at</b> the audience the majority of the time and looks at all audience members and gives <b>equal eye contact</b> to those in the front or back or on the right or left side. <b>Rarely looks at notes.</b>	<b>Looks at</b> audience <b>frequently</b> and refers to <b>notes only a few times</b> during presentation.	Little eye contact with audience; mostly looks at the floor or visual aid or notes. Lack of eye contact detracts from audience engagement.	_____ X 2 =
Movement		<b>Fluid movements and gestures;</b> does not stand in one spot the entire time. <b>Varies proximity</b> to audience.	Makes <b>a few gestures</b> and <b>moves occasionally.</b>	Very limited and/or stiff gestures, rarely moves beyond one spot.	_____ X 1 =
Speech (Volume, tone, inflection, pronunciation)		<b>Volume</b> is sufficient for <b>all to hear;</b> <b>varied tone and inflection;</b> <b>pronounces all</b> words correctly.	<b>Volume</b> could be better but <b>generally ok;</b> more variation in tone and inflection would serve to engage audience; <b>pronounces 1-3</b> words incorrectly.	Audience struggles to hear or understand the presenter; words are mispronounced; little variation in inflection or tone.	_____ X 3 =
Grammar, Word Choice, Bias- and Slang-free Language		<b>Vocabulary</b> is at an <b>appropriate</b> level for this audience. Makes no more than <b>1 error</b> in grammar and/or word choice. Language is <b>bias- and slang-free</b> (no use of “You guys,” “whatever,” “lol,” “girly girl,” “boys will be boys,” etc.).	Makes <b>3-4</b> grammatical or word choice errors; uses <b>biased language or slang</b> (“You guys,” “whatever,” “lol,” “girly girl,” “boys will be boys,” etc.) on <b>1-4</b> occasions.	Makes more than 4 grammatical or word choice errors; uses biased language or slang (“You guys,” “whatever,” “lol,” “girly girl,” “boys will be boys,” etc.) on more than 4 occasions.	_____ X 3 =
Vocalized Pauses/Lack of Fillers		<b>No more than 3</b> vocalized pauses (“um,” “uh,” “ok,” “and so,” etc.).	Vocalized pauses (“um,” “uh,” “ok,” etc.) are used <b>4-6 times</b> but do not detract significantly from the presentation.	7 or more vocalized pauses (“um,” “uh,” “ok,” “and so,” etc.) which distract the audience.	_____ X 2 =
Humor		Uses <b>humor to enhance</b> the presentation while maintaining a <b>professional demeanor.</b>	Uses <b>humor occasionally</b> and maintains <b>professionalism.</b>	Relies too heavily on humor or uses humor that is inappropriate.	_____ X 1 =
Poise		<b>Excellent posture;</b> appears <b>confident;</b> <b>recovers quickly</b> from any errors or difficulties.	<b>Posture is good;</b> demonstrates <b>some ease</b> while presenting.	Appears uncomfortable and anxious. Audience feels uncomfortable.	_____ X 1 =
Pacing		Moves at a quick enough <b>pace</b> to maintain <b>audience interest</b> without speaking too quickly for audience to follow.	Pace is <b>mostly appropriate;</b> <b>speed</b> of speaking <b>does not hinder audience understanding.</b>	Moves too quickly or too slowly; hard for the audience to follow.	_____ X 1 =
Timing		Presentation lasts + <b>or - 3 minutes</b> beyond the required time frame (____-____ minutes).	Presentation lasts + <b>or - 4-6</b> minutes beyond required time frame (____-____ minutes).	Presentation lasts + or - 7 minutes beyond the required time frame (____-____ minutes).	_____ X 2 =
Professionalism		<b>Prepared, ready</b> to go, has <b>all materials</b> at the beginning of the presentation, <b>organized, cites</b> all sources using <b>APA.</b>	Has <b>all but one item ready</b> for the presentation; <b>references and cites</b> the <b>majority</b> of research (using <b>APA</b> ).	Not well organized or prepared; unable to present at scheduled time; fails to cite sources.	_____ X 1 =
Technology		<b>Sets up</b> technology and is <b>skillful</b> in use.	Needs <b>some assistance</b> to set up technology; <b>skillful most of time.</b>	Struggles with technology.	_____ X 1 =
Peer Feedback and Self-assessment		Self reflection <b>mirrors</b> the <b>instructor’s assessment</b> and includes <b>suggestions for improvement.</b> Peer feedback is <b>very positive.</b>	Self reflection is <b>similar to the instructor’s assessment;</b> most peer feedback is <b>positive.</b>	Self reflection is vague and superficial with limited suggestions for improvement; peer feedback identifies deficits.	_____ X 2 =
General Comments:					<p style="text-align: right;"><b>Final Score:</b> _____</p> <p style="text-align: right;"><b>Grade:</b> _____</p> <p style="text-align: right;">/ 185</p>