

IN-CLASS PRESENTATION EVALUATION RUBRIC

Students: _____

Score (out of 50): _____

Attributes	Excellent (11-15 points)	Competent (6-10 points)	Needs Work (0-5 points)
Preparation <input type="checkbox"/> Viable, relevant topics prepared and proposed to class <input type="checkbox"/> Presentation outline clear, complete, and detailed; demonstrates familiarity with topic, issues, and source materials <input type="checkbox"/> Group members well-prepared for planning meeting with professor; lead meeting to elicit most helpful feedback <input type="checkbox"/> Group functions cohesively and productively; members aware of roles and responsibilities; each member does fair share <input type="checkbox"/> Group well-rehearsed and fully prepared at presentation _____ of 15 points	<input type="checkbox"/> Topics proposed to class not well-considered or relevant <input type="checkbox"/> Presentation outline somewhat detailed but does not satisfy all requirements or demonstrate adequate research <input type="checkbox"/> Group members somewhat prepared for planning meeting <input type="checkbox"/> Group functions adequately but could have better managed time and role allocation <input type="checkbox"/> Group evidences some level of rehearsal and preparation at presentation	<input type="checkbox"/> Not prepared to propose acceptable relevant topics <input type="checkbox"/> Presentation outline lacks detail and fails to satisfy most requirements <input type="checkbox"/> Group members unprepared for planning meeting <input type="checkbox"/> Group does not function well or collaboratively; confusion over roles and responsibilities <input type="checkbox"/> Group shows lack of care and preparation at presentation	
Substance <input type="checkbox"/> Learning objectives of presentation clearly identified <input type="checkbox"/> Topic presented accurately and explored in sufficient depth to meet objectives <input type="checkbox"/> Presentation demonstrates deep analysis and thinking on the topic <input type="checkbox"/> Questions from class answered knowledgeably, fully, directly, in a manner that furthers class understanding _____ of 15 points	<input type="checkbox"/> Objectives apparent but not strongly articulated <input type="checkbox"/> Topic presented with some inaccuracies, or not adequately elaborated to meet objectives <input type="checkbox"/> Presentation demonstrates knowledge of topic but shows limited reflection <input type="checkbox"/> Questions answered in way that demonstrates understanding of major concepts, but with some inaccuracies, uncertainties, or incompleteness	<input type="checkbox"/> Objectives not apparent, not met <input type="checkbox"/> Presentation shows limited knowledge of topic, analytical effort, or depth of thinking <input type="checkbox"/> Questions from class answered merely with restatement of presentation or in way that shows lack of understanding of questions or topic	
Execution <input type="checkbox"/> Presentation organized in clear and logical way, with strong intro, ample body of support, smooth transitions, and conclusion that reinforces main points <input type="checkbox"/> Visual aids, multimedia content, hand-outs, and audience interaction techniques designed and used effectively <input type="checkbox"/> Manages time effectively <input type="checkbox"/> Successfully engages class and encourages participation <input type="checkbox"/> Entertaining aspects of presentation enhanced its objectives and audience engagement <input type="checkbox"/> Presenters communicate in coordinated manner, with poise, confidence, energy, and appropriate volume and animation _____ of 15 points	<input type="checkbox"/> Presentation somewhat clear and logical in organization, but lacking in one or more elements <input type="checkbox"/> Supplementary materials mostly advance objectives of presentation, but inadequate at times or cause confusion or awkwardness <input type="checkbox"/> Some time management issues <input type="checkbox"/> Class somewhat engaged; moderate participation <input type="checkbox"/> Most elements of presentation supported objectives; some distracting use of entertainment techniques <input type="checkbox"/> Presenters evidence some level of coordination, and some presenters show poise, confidence, energy, audibility, and animation	<input type="checkbox"/> Presentation unclear and lacks organization; obvious deficiencies in introduction, body, or conclusion of presentation <input type="checkbox"/> Supplementary materials inadequate, distracting, confusing, used awkwardly, or sloppily prepared and presented <input type="checkbox"/> Difficulty managing time <input type="checkbox"/> Minimal effort to engage class and encourage participation <input type="checkbox"/> Presenters appear as silo-ed individual speakers, not as team-integrated performance; often inaudible, hesitant, lacking poise, confidence, energy; over-relying on notes	
Professionalism _____ of 5 points	<input type="checkbox"/> Group meets all deadlines, including for deliverables and scheduling planning meeting; follows all presentation instructions; professor never needs to send reminders or prod group to follow up.		
=TOTAL (out of 50 points)		Additional comments on reverse.	

ADDITIONAL COMMENTS: