

CS1630 Presentation Rubric

The following rubrics (based on a J. Skupien – Communication Dept handout and a 11/16/09 cs3610 in-class exercise) should help ensure that you are prepared for future class presentations.

Presentation Component	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Purpose (aka “stating what we expect to have learned by the end of the presentation”)	No stated goal/purpose	Poorly stated, vaguely formed outcomes	Clearly stated	Well formed: specific, measurable and realistic
Introduction, Overview & Background	No introduction, overview, or background	Awkward, sketchy or unclear introduction, overview and/or background	Confident, clear and fluent introduction, overview and background; could be more polished	Confident, clear and fluent introduction, overview and background
Style & Delivery: use of effective verbal and nonverbal communication skills (e.g. voice volume, inflection, eye contact etc.)	Poor style (long pauses, “Umm...” and other mannerisms, poor eye contact)	Either fluent delivery but read, or awkward delivery but spontaneous	Generally good delivery and spontaneity but could improve	Excellent verbal and nonverbal style; good voice projection with inflection, spontaneous delivery, good eye contact
Structure, Pace & Amount: pace, flow, and delivery speed	Too slow/fast; notably short or long; information omitted; bad mapping of time for content (e.g. extensive rambling)	Better pace but still uncomfortable; presenter stretched to fill time or include everything; omits one or two technical points or details	Consistent pace throughout; information covered to meet all objectives; fluid transitions	Pace adjusted based on participants; all objectives met with supplemental information provided; reading material restructured to increase understanding; fluid transitions
Use of Audio/Visuals	All text	Visuals included, but few, ineffective and occasionally unnecessary	Supports presentation with effective slides, pictures, video clips, news articles but could be improved	Supports presentation with effective slides, pictures, video clips, news articles and/or brings in relevant guests etc.
Use of Technology: appropriate and skilled use of equipment	No use of technology (may be appropriate in some classes)	Awkward or incorrect use of equipment; untested equipment; no backup	Correct use but could be more practiced	Smooth, seamless, well practiced use of technology
Audience Involvement	Puts audience to sleep; lectures to audience with little interaction	Asks occasional questions	Uses structured activity or exercise	Spontaneous and lively interaction with task focus; relates the topic to the students’ lives and uses concrete examples, exercises, stories, quotes and questions to involve the audience
Discussion Leading: facilitates discussion and is receptive to feedback	Little or no discussion; pouring straight through slides	Aimless discussion without clear organization or purpose; fielding posed questions in curt manner	Prepared discussion questions; targeted discussion	Prepared discussion questions; targeted w/ spontaneous extrapolation (fielding on-the-fly questions); gets shy students involved by bringing up their wiki comments