## PRESENTATION SKILLS RUBRIC

<table>
<thead>
<tr>
<th>Purpose</th>
<th><strong>4 - EXEMPLARY</strong></th>
<th><strong>3 - PROFICIENT</strong></th>
<th><strong>2 - EMERGING</strong></th>
<th><strong>1 - NOVICE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveys a clear purpose and a compelling central idea</td>
<td><strong>Conveys a clear purpose and central idea</strong></td>
<td><strong>Conveys a purpose and central idea but could be clearer</strong></td>
<td><strong>Needs to establish a sense of purpose and a central idea</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Content**

- **Prepresents** material that fits and supports the purpose and central idea in a creative, engaging, and insightful way
- **Thoroughly develops** distinct main points
- **Optional**: **Create** superior visual aids that clearly relate to and enhance the presentation

- **Prepresents** material that sufficiently fits and supports the purpose and central idea
- **Adequately develops** distinct main points
- **Optional**: **Create** good visual aids that need minor improvement but relate to and enhance the presentation

- **Prepresents** relevant material that fits the purpose and central idea but needs more supporting information
- **Prepresents** discernible main points, but they need to be clearer and more fully developed
- **Optional**: **Create** visual aids that need substantial improvement but relate to and enhance the presentation

**Organization**

- **Uses** a logical, well-constructed pattern that fits the purpose of the presentation
- **Unifies** ideas with smooth transitions and clear signals
- **Create** a presentation that flows seamlessly

- **Uses** a recognizable pattern that fits the purpose of the presentation
- **Unifies** ideas with some transitions and signals
- **Create** a presentation that flows well overall

- **Uses** a pattern that generally fits the purpose of the presentation
- **Needs** clearer transitions and signals
- **Create** a presentation that generally flows but sometimes seems disjointed

**Language**

- **Uses** language that is vivid and completely clear, accurate, and appropriate for the situation or occasion

- **Uses** language that is completely clear, generally accurate, and generally appropriate for the situation or occasion

- **Uses** language that is generally clear and appropriate for the situation or occasion but has glaring inaccuracies that detract from the presentation

**Delivery**

- **Maintains** exceptional eye contact, volume, vocal variety, and nonverbal communication (gestures, facial expressions, stance, and dress)
- **Speaks** at a rate that is completely easy to follow and understand
- **Conveys** meaning with well-placed, non-vocalized pauses ("um," "uh")
- **Incorporates** visual aids (if used) smoothly and effectively

- **Maintains** good eye contact, volume, vocal variety, and nonverbal communication (gestures, facial expressions, stance, and dress)
- **Speaks** at a rate that is generally easy to follow and understand
- **Seldom fills** pauses with "um," "uh," etc.
- **Incorporates** visual aids (if used) effectively overall but could use more polish

- **Maintains** some eye contact, volume, vocal variety, and nonverbal communication (gestures, facial expressions, stance, and dress)
- **Sometimes speaks** too quickly and/or indistinctly
- **Often fills** pauses with "um," "uh," etc.
- **Incorporates** visual aids (if used) with some difficulty

**Supporting materials/information literacy**

- **Selects** authoritative, accurate, reliable, and timely scholarly and/or trade sources that are relevant to the topic; adjusts topic accordingly
- **Integrates** and **balances** paraphrasing, summarization, and quotation to support thesis and points, while respecting source material’s original context
- **Uses** proper references & citations for all sources

- **Selects** authoritative, accurate, reliable, and timely scholarly and/or trade sources that are relevant to the topic
- **Integrates** paraphrasing, summarization, and quotation to support thesis and points
- **Uses** proper references & citations for all sources

- **Selects** sources that are relevant to the topic, but some may lack authority, accuracy, reliability, or timeliness
- **Relies too heavily** on paraphrasing or summarization or quotation of information supporting thesis and points
- **Uses** references & citations for sources with a minimum of errors or problems
- **May plagiarize** incrementally

- **Selects** sources that are irrelevant or only marginally relevant to the topic & lack authority, accuracy, reliability, & timeliness
- **Omits** information supporting thesis and points, or sources were quoted only, or sources were improperly quoted
- **Neglects** references or citations, or references or citations have significant errors
- **May plagiarize** egregiously, whether deliberate or not

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March 2013