

### Oral Presentation Rubric - IVROP

CATEGORY	4	3	2	1
Subject Knowledge	Student demonstrates full knowledge (more than required): content of presentation & answering all class and / or instructor questions with explanations and elaboration.	Student is at ease with presentation, demonstrating good knowledge, and answers most questions with explanations and some elaboration	Student is uncomfortable with information and / or is able to answer only rudimentary questions, but fails to elaborate.	Student does not have grasp of information; student cannot answer questions about subject.
Use of Time	Student handles time designated for presentation (and then q&a) impressively. Presentation and answers are well thought out and planned for.	Student handles time designated for presentation (and then q&a) effectively and answers are, for the most part, well thought out; some difficulty presenting or answering in time.	Student handles time designated for presentation (and then q&a) ineffectively for the most part. Difficulty presenting info. in time allowed, or too short. Answers to questions not timely.	Student demonstrates an entirely ineffective use of time, way too short or way too long. Answers to questions are way too short or way too long.
Attire	Attire is appropriate for the presentation (real / imagined audience and setting) as described by the instructor. Clear effort to meet / exceed expectations.	Attire is appropriate for the presentation (real / imagined audience and setting) as described by the instructor. Effort meets expectations but is short of exceeding expectations like "4."	Attire is short of being appropriate for the presentation (real / imagined audience and setting) as described by the instructor). It is clear that the attire detracts from the presentation.	Attire is far short of appropriate or simply does not connect to guidelines for audience setting of presentation. Cannot see that effort was made to wear appropriate attire.
Use of Visual Aids	Student's visual aids explain and reinforce the presentation	Student's visual aids relate to the presentation.	Student occasionally uses visual aids that rarely support the presentation.	Student uses superfluous visual aids or no visual aids.
Use of Resources	Student references at least two reliable sources and appropriately explains their use / significance in the presentation.	Student references at least two reliable sources and attempts to explain their use / significance in the presentation but does so less successfully than a "4" presentation.	Student references at least two sources but at least once source's reliability is questionable and / or their use / significance questionable as presented.	Student references less than two sources or both sources referenced are so inappropriate as to not qualify as deserving the "2" designation.
Eye Contact, Body Language, Posture	Student maintains eye contact with audience, seldom turning to notes. Posture is good. Movements seem fluid and help the audience visualize or identify with what is being presented.	One of the three areas (eye contact, posture, or movements) is not so strong, resulting in a slightly less engaging presentation than a "4."	Two of the three areas (eye contact, posture, and movements) are not strong, resulting in a notably less engaging presentation than a "3."	All three areas (eye contact, posture, and movements) are not strong. Movements are not fluid or helpful in engaging the audience.
Verbal Techniques	Student uses a clear voice, and correct, precise use and pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student uses and pronounces most words correctly. Most audience members can hear / understand presentation.	Students voice is low / soft. Student incorrectly uses and pronounces terms. Audience members have difficulty hearing / understanding presentation.	Student mumbles, incorrectly uses and pronounces terms, and speaks too quietly for audience to hear / understand.