

# Oral Presentation Rubric ♦ College of Agriculture ♦ Purdue University

Student name: \_\_\_\_\_

Course/Context: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria <sup>1</sup>	Level				Raw Pts. (1 - 4)
	Beginning 1	Developing 2	Proficient 3	Mastery 4	
<b>A. Content</b> Importance of topic, relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors or omissions.	Topic would benefit from more focus; presentation contains some fact errors or omissions.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.	
<b>B. Organization/Clarity</b> Appropriate introduction, body, conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in proper order; transitions are lacking between major ideas; several parts of presentation are wordy or unclear.	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear.	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable.	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise.	
<b>C. Completeness</b> Level of detail, depth, appropriate length, adequate backgrounding of information	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or long.	Additional depth needed in places; important information or details sometimes omitted or not fully developed; presentation may be short or long.	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length.	Presentation provides good depth and detail; ideas well developed; facts have adequate backgrounding; presentation is within specified length.	
<b>D. Grammar/Vocabulary</b> Correct grammar and usage that is appropriate for audience(s)	Presentation contains several major grammar or usage errors; sentences are long, incomplete or contain excessive jargon.	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow.	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable.	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand.	
<b>E. Documentation</b> Proper support and sourcing for major ideas, inclusion of visual aids that support message	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided.	Some message support provided by facts and visual aids; sourcing may be outdated or thin; visual aids need work.	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current.	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas.	
<b>F. Delivery</b> Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, posture, effective use of visual aids	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used.	More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved.	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately.	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively.	
<b>G. Interaction</b> Adequate eye contact with audience, ability to listen and/or answer questions	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions.	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions.	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions.	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy.	

<sup>1</sup> Evaluation standards may be based on disciplinary frameworks and defined at program level.