Summative Assessment Rubric

Professional Communications OER: Presentations

The emphasis for this assessment is on developing an effective plan for preparing and delivering verbal presentations. Integrated skills such as planning, appropriate use of vocabulary, integration of verbal and nonverbal techniques, speaking voice, and audience engagement strategies are key factors.

1. The “Content Section” criteria address quality issues related to the information presented and how it is structured. Information needs to be accurate, easily understood, and factual. The structure of the information should flow predictably, forming a logical pathway to the conclusion.
2. The “Presenter and Delivery Section” criteria address personal attributes and characteristics of the speaker and how effectively they are used in providing a compelling presentation.
3. The “Group Presentation Section” criteria address dynamics between two or more members sharing in the delivery of a single presentation. This section focuses only on interchanges between presenters. Assessing each presenter is done using the Presenter and Delivery Section of this rubric.

***Note:*** *this third section only applies when the presentation has been assigned as a team activity. It should not be used in conjunction with individual student presentations.*

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| **Content Section** | | | | |
| **Presentation Assignment Rubric - Content**  Success Identifiers – **Content Section**   * Content is tailored to the level and experience of the audience * Ideas, topics, and content are organized clearly to produce a logical flow * Content is structured in a way that will have a strong impact on others * Content conforms directly to purpose or rhetorical function to inform or persuade * Content demonstrates use of research to provide different perspectives and in support of the presentation | | | | |
|  | **Performance Levels** | | | |
| **Criteria** | **Inadequate** | **Acceptable** | **Proficient** | **Advanced** |
| **Introduction** | * Introduction or purpose of presentation is not included. * The introduction does not establish a connection with the audience. | * Introduction includes the main idea of the presentation only. * No clear capturing of audience attention. * Introduces topic in a reasonable manner. * Presentation’s main purpose (inform, persuade) or type is unclear. | * Orients audience to topic and speaker. * Topic introduction is made in clear way and lays out the problem or objective for the audience. * General and specific purpose (inform, persuade) is made clear. * Includes an attention-grabber to establish a connection with the audience. | * Introduction orients audience to topic and speaker, is attention-getting, is clear to purpose (inform, persuade), lays out the problem/objective well, and establishes a clear framework for the rest of the presentation. * Establishes rapport and describes purpose of presentation in creative, clear way, capturing audience’s attention. |
| **Information** | * Information is not relevant to the audience or directly related to the topic. * Explanations are not convincing and do not reflect the use of credible research or support. | * Information is valid but some not explicitly related to the topic. * Lack of appropriate technical terminology impacts authenticity of content. * Some explanations of key concepts are inaccurate or incomplete. Little use of research for support. | * Most information is relevant; some topics need expansion or shortening. * Information is accurate. * Terms are included but not easily understood by audience. * Explanation of key concepts is provided with some use of research or credible support. | * All information is relevant and appropriate. * Information is accurate. * Terms are well defined and in language appropriate for the target audience. * Provides thorough explanations of key concepts drawing on credible research when appropriate. |
| **Organization** | * No logical pattern to the content is evident. * Does not contain central message or identifiable organizational pattern. | * Content has some elements of order but not logical order. * Central message is not clear or easily identifiable by audience; sections may be in need of further organization and clarity. | * Content is ordered with only minor logical inconsistencies. * Central message is identifiable; sections of presentation vary in explicit organizational pattern, influencing audience engagement level or comprehension of central message. | * Organization is coherent and flows logically. * Contains a clear central message and clearly identifiable sections featuring purposeful organization pattern (e.g., chronological, problem-solution, analysis of parts, etc.) |
| **Body** | * Main point or points are vague. * Elements of the content body are unclear. * No or minimal use of sub-points, making it hard to connect with the topic. No evidence-based support. * No obvious consideration of rhetorical function (Pathos, Logos). | * Main points are listed but sub-points are inconsistent or missing. * There is no clear focus on how the main points connect. Inconsistent use of evidence-based support. * No clear relationship to rhetorical function (Pathos, Logos). | * Body of content has a good design. * Main points are clearly laid out with associated sub-points. Some use of evidence-based support. * Some relationship to rhetorical function (Pathos, Logos) is evident. | * Clear and unambiguous. Content has been well designed for intended purpose. * Main and sub-points are clearly laid out, organized and evidenced-based. * Clear relationship to rhetorical function (Pathos, Logos). |
| **Conclusion** | * Lacks clarity or ends abruptly. * Ends with only a recap of some key points or with no transition to a closure/summary. | * Awkward transition to closing. * Ends with a recap of key points but without adding a summary or closing twist. * Summary of key points but with no direct link to thesis. | * Good transition to closure. * Ends with a summary of main points showing some evaluation or conclusion. * Summarizes key points but relation to thesis could be improved. | * Effective transition into close so audience is ready for it. * Ends with an accurate conclusion tying back to the opening, body main points and with a dynamic close. * Provides a clear and memorable summary directly related to thesis. |
| **Visual Aids** | * Visual aids are very poor or inappropriate for the presentation. * Typos throughout materials. Does not include handouts; too much text on slides. * Fonts, colours, and backgrounds have a significant negative impact on the presentation. * Material on slides either is identical to speaker’s speech or completely disconnected from it. | * Visual aids have minimal impact on the quality of the presentation. * Slides, handouts, materials with occasional typos, unclear organization, and/or questionable applicability to presentation. * Poor balance of font colour(s) and background. Readability is poor. * All slides include significant amounts of text. | * Visual aids contribute to the quality of the presentation. * Slides contain appropriate material but too much text or too many images. * Well-balanced choice of fonts, colours, and backgrounds, but readability could be improved. * Handouts and other materials provide useful information for further consideration but may not directly relate to central topic. | * Visual aids enhance the presentation. * Slides, posters, and/or handouts are professional and easy to read. * Excellent use of fonts, colours, and backgrounds to enhance readability. * Materials designed to enable speaker to focus on presentation and provide audience with important resources for later consideration. |

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| **Presentation Assignment Rubric – Presenter**  Success Identifiers   * Demonstrates confidence and sureness in verbal communication * Speaks clearly to be easily understood * Uses appropriate grammar and word choices * Expresses ideas concisely * Integrates effective non-verbal techniques to support and complement presentation * Establishes a natural flow and rhythm during the presentation * Presents information in a way that will have a strong impact on others * Uses stories, analogies, or examples to help support or illustrate a point * Demonstrates use of research to provide different perspectives and in support of the presentation * Summarizes or paraphrases what others have said to confirm understanding and prevent miscommunication | | | | |
|  | **Performance Levels** | | | |
| **Criteria** | **Inadequate** | **Acceptable** | **Proficient** | **Advanced** |
| **Time** | * Substantially longer or shorter than time allotted. | * Within 2 minutes of allotted time. | * Within 1 minute of allotted time. | * Time used efficiently. Within 30 seconds of allotted time. |
| **Vocal Qualities** | * Voice is soft and monotone. * Difficult for audience to hear or distinguish what is said. * Considerable use of fillers, causing significant distraction to the presentation. | * Good volume but lacks vocal variation. * Voice quality lacks strength. * Uses fillers that do distract from presentation. * Speaks quickly, causing some to miss important points. | * Speaks in clear voice but drops in volume at times; uses vocal variation such as pitch and emphasis to show interest. * Uses some fillers but does not noticeably detract from presentation. * Speech rate is moderate with occasional rate increases. | * Uses clear, strong voice with vocal variation such as pitch and emphasis to demonstrate interest in the subject. * Demonstrates precise pronunciation. * Very limited use or fillers. * Maintains consistent speech rate during entire presentation. |
| **Eye Contact** | * Reads all or most of presentation with no eye contact. Possibly did not practise out loud. * The speaker is not likely to be able to answer impromptu questions about the topic | * Shows some eye contact but does not maintain it and, at least half the time, reads from notes. * Needs more practice or knowledge of topic. | * Maintains eye contact most of the time but frequently returns to notes. * Suggests significant time preparing. * Appears at ease but doesn’t elaborate. | * Maintains eye contact with audience and seldom returns to notes. * Presentation is like a planned conversation. * Is obviously prepared and demonstrates a solid grasp of the subject. |
| **Gesture, Posture, Expression** | * Body language is very distracting and demonstrates significant discomfort with the overall presentation. * Shows slumping posture, hands stuck at sides or on podium AND shifting weight or pacing. * Facial expressions are a significant barrier to the presentation or presenter. | * Body language reveals a reluctance with the overall presentation. * Has slumping posture, hands stuck at sides or on podium OR shifting weight or pacing. * Facial expressions are limited, and some detract from the main message. | * Body language reflects some discomfort and awkwardness delivering the presentation and interacting with audience. * Confident demeanor; may need to add or subtract gestures to emphasize points. * Facial expressions coincide with the message but inconsistently. | * Body language reflects comfort in delivering the presentation and interacting with audience. * Demeanor is confident, gestures add to style, and hands are used to describe or emphasize. * Facial expressions contribute to what speaker is saying and do not detract from the message. |
| **Transitions** | * Presentation is choppy and disjointed, with a lack of structure. | * Includes some transitions to connect key points, but over-reliance on fillers is distracting. * Little to no pause between main point transitions. | * Includes reasonably smooth transitions to connect key points but often uses fillers such as *um*, *ah*, or *like*. * Good use of silence between transitions. | * Effective, smooth transitions that indicate natural movement in topic or focus points. * Strategic use of silence in transitions and in main points. |
| **Audience Engagement** | * Avoids or discourages active audience participation. * Little effort to respond to questions. Responses are vague or inaccurate. | * Goes off topic and losses audience. Fails to utilize methods to pull the audience into the presentation/speech. * Responds to some questions but appears uncertain with some answers. | * Presents facts with some interesting “twists”; holds attention most of the time by interacting with audience and using good variety of supplementary materials/media. * Generally responsive to audience questions. Misses some opportunities for interaction. | * Presentation is compelling. * Involves audience in presentation; holds their attention throughout by getting them actively involved in the presentation/speech and using original, clever, creative approaches. * Consistently clarifies, restates and responds to questions. Summarizes when needed. |
| **Preparation,**  **Style**  **&**  **Appearance** | * Is clearly uninterested in the presentation or topic. Projects a sense of “I had to do this”. * Inappropriate clothing, accessories, body markings, etc., for occasion or audience. * Poor preparation. * Unable to demonstrate active listening skills. | * Adequate knowledge level but limited ability to provide credible responses or demonstrate credibility (Ethos). * Does not demonstrate much enthusiasm. Exhibits disinterest. * Appearance is somewhat inappropriate (hair keeps falling in eyes, jewelry distracting, etc.) * Demonstrates insufficient practice or preparation. * Does not apply fundamentals of active listening causing disappointment from audience. | * Demonstrates reasonable knowledge of the topic but relies on external credibility (Ethos). * Demonstrates some enthusiasm but does not project confidence. * For the most part appearance appropriate for the occasion and audience. * Suggests a good effort in preparation. * Uses active listening skills but does not always confirm understanding. | * Clearly knowledgeable on the topic and credible (Ethos). * Demonstrates enthusiasm and excitement about the topic. Appears confident and sure. * Appearance is appropriate for occasion and audience * Clear evidence of practice and preparation. * Demonstrates exceptional active listening skills in responding to audience. |

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| **Group Presentation – as applicable**  *(This grid is meant to guide and assess group presenters and should be used in conjunction with the rubric sections above. The focus here is on group member interaction during the presentation.)* | | | | |
|  | **Performance Levels** | | | |
| **Criteria** | **Inadequate** | **Acceptable** | **Proficient** | **Advanced** |
| **Distribution of Presentation** | * All members attend but only one or two present. Others are not active participants. | * Some members participate but not equally. One or two appear as primary speakers. | * All members participate but one or two dominate the presentation. | * Each member of the group participates equally. |
| **Presenter to Presenter Transitions** | * Speakers simply announce next speaker or stop talking and wait for next speaker to begin. * No attention is paid to shift in topic or purpose. | * Transitions consist of abrupt shifts from one speaker to the next. * Some speakers announce next person but do not provide content-related explanation of new topic and purpose. | * Most transitions between speakers are conducted in smooth ways. * One or two group members seem unclear about their roles or the timing of their parts. * Most members address topic shift and purpose. | * Group members make smooth transitions from one speaker to the next * All are aware of who should be speaking and what each person’s role is. * Transitions are explicit and speak to shifts in topic and purpose for shift. |
| **Group Preparedness** | * All members show lack of clarity about their “part” and the roles of other speakers. * No members anticipate audience questions. * Most or all members acknowledge they have not recognized all parts of presentation, slides, handouts, and other supporting materials. | * One or two members demonstrate awareness of role and that of other speakers. * One or two members anticipated audience questions and are the only speakers with meaningful responses. * Some members acknowledge they have not recognized all parts of presentation, slides, handouts, and other supporting materials. | * Each group member demonstrates awareness of role and that of other speakers. * Some members anticipate audience questions and have meaningful responses. * Most members recognize all parts of presentation, slides, handouts, and other supporting materials. | * Each group member demonstrates awareness of role and that of other speakers. * Members anticipate audience questions and multiple members provide meaningful responses or contribute to response of other members. * All members recognize all parts of presentation, slides, handouts, and other supporting materials. |

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