

Oral Presentation Rubric

Department of Public Administration (Total Possible Points—50)

	Excellent (10 - 12 points)	Very Good (7 - 9 points)	Good (4 – 6 points)	Poor (1 – 3 point)
Sense of Purpose	<ul style="list-style-type: none"> • Speakers is sophisticated in his / her ability to signal purpose to the audience • Focused and clear, the presentation reflects a speaker with a strong sense of what s/he is trying to do or say • The various main points and the speaker has indicated the large implications or importance of the topic 	<ul style="list-style-type: none"> • There is a controlling idea that holds the presentation together • While the presentation may contain a weak “thesis statement”, there is a strong sense that the speaker has a comprehension of purpose and s/he still makes this evident in the presentation. 	<ul style="list-style-type: none"> • While there may be a sense of purpose evident in the presentation, it often seems very broad. • This lack of focus may result in a mediocre presentation; this presentation may therefore rely more on summary than on analysis • A speaker in this category may discover a sense of purpose as s/he constructs the presentation. This is often evident because initial content fails to be consistent with the focus present later in the presentation. 	<ul style="list-style-type: none"> • Presentation disjointed or incoherent. • Relationship between sections of the presentation and / or the main points of the presentation is unclear. • The presentation does not contain a traditional “thesis statement” and the speaker’s purpose is not evident. • Speaker seems to lack enthusiasm and is disengaged from any sense of purpose.
Guidance for Listeners	<ul style="list-style-type: none"> • The speaker demonstrates a sophisticated awareness of his / her audience. Audience analysis and adaptation is evident. Relevancy and appropriateness of presentation topic is clear to specific audience. • Presentation flows smoothly from one idea to another, signaled by the use of noticeable transitions. The speaker has taken pains to assist the listener in following the logic of the ideas expressed. • The speaker has taken pains to explain and develop his / her ideas. These efforts are apparent and promote active listening. 	<ul style="list-style-type: none"> • Generally, listeners feel that the speaker has established the relevancy and appropriateness of the presentation topic. Equally, listeners have a sense that the speaker helped them to understand the presentation. • Sequencing of ideas within the body of the presentation and transitions between main points make the presentation easy to follow. • It is evident that the speaker has found a way of developing his / her ideas, providing the reader with the examples, illustrations, and explanations necessary to understand the presentation. Some effort is apparent to promote active listening. 	<ul style="list-style-type: none"> • Relevancy and appropriateness of presentation topic is weak or unclear to specific audiences. • At times, listeners may feel lost and unable to follow the speaker’s flow of ideas. • Speaker needs to improve sequencing of ideas within the body of the presentation and do more to effectively signal his / her use of transitions between main points. • Presentation may include examples and illustrations but often lacks explanation of the relevance of those explanations; or the presentation may include explanations without the examples or illustrations necessary for the listener to fully understand and actively listen to the message. 	<ul style="list-style-type: none"> • Audience analysis and adaptation is not evident. There is an absence of relevancy and appropriateness regarding the presentation topic. • The speaker’s failure to employ recognizable transitions between main points results in the lack of connections between ideas making the presentation difficult to follow and understand. Efforts to promote active listening are not apparent. • The lack of examples, illustrations, and explanations makes understanding difficult.
Clarity and Conventions of Organization	<ul style="list-style-type: none"> • Speaker’s audience analysis and adaptation is evident and results in sensitivity for diverse audiences. • Sensitivity is enhanced by careful expression through the speaker’s use of effective verbal and nonverbal 	<ul style="list-style-type: none"> • Speaker’s audience analysis and adaptation is apparent yet limited. • Speaker’s use of verbal and nonverbal delivery conveys clarity of message but seems less sensitive regarding the diversity of the 	<ul style="list-style-type: none"> • Very weak audience analysis and adaptation. • Speaker’s use of verbal and nonverbal delivery lacks clarity of message. There is an absence of sensitivity towards diverse audiences. 	<ul style="list-style-type: none"> • No apparent audience analysis and adaptation. Listeners must occasionally guess at the speaker’s meaning. Speaker’s control of conventions related to presentation organization and delivery is

-tion and Delivery	<p>delivery. This strategic delivery also provides clarity to the presentation.</p> <ul style="list-style-type: none"> • Speaker seems to be in command of the conventions of presentation organization and delivery. It is evident that s/he uses these conventions to rhetorical advantage. Speaker presents in extemporaneous fashion. • Physical delivery, both verbal and nonverbal, is noticeably polished. 	<p>audience.</p> <ul style="list-style-type: none"> • Speaker generally controls conventions of presentation organization and delivery. The speaker's efforts to use these conventions to rhetorical advantage are apparent. Speaker presents in extemporaneous fashion. 	<p>Verbal delivery lacks structure and gets in the way of clear communication.</p> <ul style="list-style-type: none"> • Speaker's inconsistent use of conventions related to presentation organization and delivery is distracting to the listener and interrupts comprehension. • Speaker demonstrates insufficient commitment; more time is needed for preparation and rehearsal. Speaker reads presentation. 	<p>uncertain enough to impede comprehension.</p> <ul style="list-style-type: none"> • Speaker demonstrates very little to no commitment. Preparation and rehearsal are delinquently absent. Verbal and nonverbal delivery is impeded. Speaker reads presentation.
Use of Power Point	<ul style="list-style-type: none"> • Use of Powerpoint slides is well integrated and supports the speaker's presentation rather than becoming the central point. • Speaker uses the slide presentation as a basis for making comments and developing explanations rather than reading slides. • Slides are well developed, well structured and organized and lack distractions. 	<ul style="list-style-type: none"> • Use of Powerpoint slides is somewhat integrated into the presentation. • Speaker uses the slide presentation as a basis for making comments and developing explanations but relies on some slides too much. • Slides are developed, organized and structured to a certain extent and lack significant distractions. 	<ul style="list-style-type: none"> • Powerpoint slides provide an outline for presentation but speaker fails to use them to good effect, often skipping back and forth between slides or points. • Speaker often reads slide content. • Slides are not well organized. • Slides are not coherently developed, often containing too much material or contains some distractions. 	<ul style="list-style-type: none"> • Slides lack coherency and contain distracting images, text, sounds or transitions. • Speaker reads slides. • Too much text on slides. • Slides are not well organized.

Scoring:

Sense of Purpose (1-12): _____

Guidance for Listeners (1-12): _____

Clarity and Conventions of Organization and Delivery (1-12): _____

Use of PowerPoint (1-12): _____

Bonus Points (1-2 for overall excellence or added distinctions): _____