**Oral Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trait** | **4** | **3** | **2** | **1-0** |
| **Non Verbal Skills** |  |  |  |  |
| **Eye contact** | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Displays minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, as entire report is read from notes. |
| **Body Language** | Movements seem natural and help the audience to visualize and maintain focus. | Makes movements or gestures, which enhance articulation. | Very little movement or descriptive gestures or displays some distracting habits | No movement or descriptive gestures. Distracting habits are apparent. |
| **Poise**  | Student displays relaxed, self-confident nature about self, with no mistakes. | Makes minor mistakes, but quickly recovers from them; displays little or no tension. | Displays mild to moderate tension; has trouble recovering from mistakes. | Tension and nervousness is obvious; has trouble recovering from mistakes. |

Comments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Verbal Skills** | **4** | **3** | **2** | **1-0** |
| **Enthusiasm** | Demonstrates a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about topic | Shows some negativity towards topic or lacks enthusiasm | Shows no or very limited interest in topic |
| **Elocution** | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation | Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation | Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of audience to hear. |

Comments:

|  |  |  |  |
| --- | --- | --- | --- |
| Content | 8 | 6 | 2-0 |
| Poster | Graphics are easy to see, creatively incorporated. Information is easy to follow and poster enhances presentation | Graphics are somewhat hard to see, but they are creatively incorporated. Information can be followed but explanation is required for the viewer to understand the process. | Graphics are difficult to see. Information is presented in a predictable or uninspired way. Disorganization is apparent.  |
| Content | The pathway of the product from inception to classroom is thoughtful and complete. Student demonstrates an understanding of the important stages of product development, creation and disbursement. | The pathway is somewhat complete yet the included stages are thoughtful and demonstrates the complexity of bringing a product to market. One or two stages have been forgotten or are incomplete.  | The pathway has been attempted but understanding of the complexity of the process is not apparent. Several stages are missing. |
| Discussion | Group members participated equally, Ideas were respected and attitudes were positive. | Group members did not always participate equally. Ideas were usually respected and attitudes were generally positive. | One or two members did the bulk of the work. Ideas were not respected and attitudes were less than positive. |