**Individual Presentation Rubric**

**Presentation Title:**

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| **Name** | |  | **Teacher** |  | |
| **ID#** |  | | **Date of Presentation** | | |
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|  |  | **Criteria** |  |  | **Points** |  |
|  | **0 – 5** | **6 – 10** | **11 – 15** | **16 - 20** |  |  |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |  |
| **Content Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able only to answer rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required) with explanations and elaboration. |  |  |
| **Visuals** | Student used no visuals. | Student occasionally used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. |  |  |
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| **Mechanics** | Student’s presentation had four or more spelling errors and or grammatical errors. | Presentation had three misspellings and or grammatical errors. | Presentation had no more than two misspellings and or grammatical errors. | Presentation had no misspellings or grammatical errors. |  |  |
| **Delivery** | Student mumbles, incorrectly pronounces terms and speaks too quietly for students in the back of the class to hear. | Student incorrectly pronounces terms. Audience members have difficultly hearing presentation. | Student’s voice is clear. Student pronounces most words correctly. | Student used clear voice and correct, precise pronunciation of terms. |  |  |
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|  |  |  |  | **Total** |  |  |