

## ASSIGNMENT #2 Grading Rubric

| Components                                  | 3 - Sophisticated   | 2 - Competent  | 1 - Not yet Competent   |
|---|---|--|---|
| <i>Teambuilding</i>                         | Team has energy and enthusiasm, each member has a clear role  | Team has energy, but roles are undefined   | Team has no cohesion  |
| <i>Organization</i>                         | Presentation is clear, logical, organized, and within time guidelines. Listener can follow line of reasoning.   | Presentation is generally clear and well organized. A few minor points may be confusing. Presentation falls within or close to time guidelines.  | Presentation is difficult to follow and understand. It was too long or too short.   |
| <i>Style</i>                                | Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speakers are comfortable in front of the group and can be heard by all.   | Pacing is sometimes too fast or too slow. Presenters seem slightly uncomfortable at times, and audience occasionally has trouble hearing them.   | Presenters seem uncomfortable and can be heard only if listener is very attentive. Much of the information is read.   |
| <i>Use of Communication Aids/PowerPoint</i> | Communication aids/PowerPoint enhance presentation. <ul style="list-style-type: none"> <li>The font on the visuals is readable.</li> <li>Effective slides with coherent and logical progression, covers all key points</li> <li>Details are minimized so that main points stand out.</li> </ul> | Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> <li>Font size is mostly readable</li> <li>For the most part slides are helpful understanding the speaker</li> <li>Some material is not supported by visual aids.</li> </ul> | Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> <li>Font size is too small to read</li> <li>Too much information is included in each slide</li> <li>Details or some unimportant information is highlighted, and may confuse the audience.</li> </ul> |
| <i>Content</i>                              | The group shows a thorough understanding of topic.  | The group shows a good understanding of the topic.   | The group does not seem to understand the topic very well.  |
| <i>Collaborative Completion</i>             | The group adequately addressed all requirements outlined in the assignment description. Enough detail was included for clarity.   | The group addressed all requirements outlined in the assignment description but without enough detail.   | The group did not address all requirements outlined in the assignment description.  |
| <b>Use of Language</b>                      |   |  |   |
| Freedom from Bias                           | Both oral language and body language are free from bias.  | Oral language and body language are free from bias with one or two minor exceptions.   | Oral language and/or body language includes some identifiable bias. Some listeners will be offended.  |
| <b>Responsiveness to Audience</b>           |   |  |   |
| Verbal Interaction                          | Group responds to questions effectively and summarizes when needed. Team included an activity to engage the audience.   | Group is generally responsive to audience question. Team did not include an activity to engage audience.   | Responds to questions inadequately. Team did not include an activity to engage audience.  |
| Body Language                               | Body language reflects comfort interacting with audience  | Body language reflects some discomfort interacting with audience.  | Body language reveals a reluctance to interact with audience.   |

Adapted from Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA. Retrieved from <http://www.cmu.edu/teaching/design/teach/rubrics.html>