

Module III Assignment 5

Oral Presentation Guidelines (13%)

Group presentation length:

For a group of 4: Approximately 25 minutes

For a group of 2: Approximately 15 minutes

For individuals: Approximately 10 minutes

There will also be 5 to 10 additional minutes available for questions and discussion.

Topics covered:

The topics/issues that are outlined in the written proposal description should also be discussed in the oral presentation.

Module III Assignment 5 – Oral Presentation Grading Rubric

Components	3 - Sophisticated	2 – Competent	1 - Not yet Competent
Group evaluation			
<i>Teambuilding (3)</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 (3)</i>	Clear agenda stated at the beginning of class. Overall clear, logical, organized, and within time guidelines.	Overall generally clear and well organized. A few minor points may be confusing. Class agenda was not clear.	Overall difficult to follow and understand. Pacing was too fast or too slow. Did not provide any agenda.
<i>Use of Communication Aids/PowerPoint (3)</i>	Communication aids/PowerPoint enhances presentation. <ul style="list-style-type: none"> • The font on the visuals is readable. • Effective slides with coherent and logical progression, covers all key points • Details are minimized so that main points stand out. 	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> • Font size is mostly readable • For the most part slides are helpful understanding the speaker • Some material is not supported by visual aids. 	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> • Font size is too small to read • Too much information is included in each slide • Details or some unimportant information is highlighted, and may confuse the audience.
<i>Resources (3)</i>	Reading is relevant to topic and was provided beforehand. Reliable and relevant references provided.	Reading is not entirely relevant OR was not provided 2 days in advance. References provided, some from unreliable sources.	Reading was not relevant and was not provided ahead of time. No references provided.
<i>Group response (3)</i>	Generated opportunities for meaningful discussion by providing questions and/or materials. Successful engaging activity.	Generated opportunities for discussion, which at times deviated from main topic. Engaging activity off-topic.	Did not provide opportunities for discussion amongst the class. No engaging activity.
Individual evaluation			
<i>Style (individual) (3)</i>	Speaker is comfortable in front of the group and can be heard by all. Has shown improvement in presentation skills throughout the course.	Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her. Has shown a slight improvement in presentations skills throughout the course.	Presenter seems uncomfortable and can be heard only if listener is very attentive. Has not shown any improvement in presentation skills throughout the course.
Components	5 to 6 - Sophisticated	3 to 4 - Competent	1 to 2 - Not yet Competent
<i>Content/Individual comprehension (6)</i>	The student shows a thorough understanding of topic. Able to answer most questions with clear explanations.	The student shows a good understanding of the topic. Able to answer some questions, though occasionally provides unclear explanations.	The student does not seem to understand the topic very well. Unable to answer questions and does not provide a clear explanation.

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>