

## Culminating Project Scoring Guide

Criteria	Content	Comments/Points
<b>Introduction</b>	<input type="checkbox"/> Engages audience with attention-getter (e.g., asks a question, presents surprising fact, tells a story, makes connection) <input type="checkbox"/> Establishes credibility <input type="checkbox"/> Establishes need/rationale for the project <input type="checkbox"/> Introduces and provides a succinct overview of the project and previews the presentation's thesis/main points	____/ 5
<b>Body: Organization of Main and Supporting Points</b>	<input type="checkbox"/> Main points are re-identified as they are introduced in the body <input type="checkbox"/> Main points and supporting points are ordered logically and coherently <input type="checkbox"/> Transitions are used to move between main points and supporting points	____/10
<b>Body: Knowledge/ Content Presented</b>	<input type="checkbox"/> Demonstrates thorough knowledge of the literature or research related to project <input type="checkbox"/> Appropriate background information is provided as context <input type="checkbox"/> Provides description of research questions/hypotheses as appropriate <input type="checkbox"/> Describes project process/methods as appropriate <input type="checkbox"/> Information presented is relevant <input type="checkbox"/> Includes critical assignment elements <input type="checkbox"/> Evidence supports assertions <input type="checkbox"/> Support materials are timely, appropriate, and credible <input type="checkbox"/> Support materials are cited appropriately (if applicable) <input type="checkbox"/> Appropriately describes, interprets, and analyzes results/findings and explains their significance	____/35
<b>Presentation Aids</b>	<input type="checkbox"/> Enhance audience understanding and/or appreciation <input type="checkbox"/> Images/graphics/text can be quickly interpreted <input type="checkbox"/> Legible, audible, and accessible (appropriate volume, text size, font, typeface, colors; audio is captioned) <input type="checkbox"/> Images/graphics are of good quality and appropriately cropped/placed <input type="checkbox"/> Correct, free of errors <input type="checkbox"/> Style is consistent throughout entire presentation <input type="checkbox"/> Aids are seamlessly integrated into presentation <input type="checkbox"/> Aids complement material, not replace or distract	____/ 10
<b>Style: Language</b>	Language <input type="checkbox"/> Has appropriate level of formality <input type="checkbox"/> Is accessible and comprehensible to the target audience (terminology, jargon, acronyms, slang) <input type="checkbox"/> Is concise and precise <input type="checkbox"/> Is accurate <input type="checkbox"/> Is vivid, memorable, and compelling	____/10
<b>Conclusion</b>	<input type="checkbox"/> Transitions clearly from body to conclusion <input type="checkbox"/> Summarizes main points/thesis <input type="checkbox"/> Reiterates significance, key takeaways, next steps, and/or recommendations as appropriate <input type="checkbox"/> Includes intentional, deliberate closing statement that provides sense of finality	____/ 5
<b>Overall Content Rating</b>		_____/75
Criteria	Delivery	Comments/Points
<b>Paralanguage</b>	<input type="checkbox"/> Clear pronunciation and articulation* <input type="checkbox"/> Appropriate pace/rate (not rushed or drawn out) <input type="checkbox"/> Avoids fillers such as "um," "like," "you know" <input type="checkbox"/> Strong conversational quality (e.g., minimal reading, varies pitch*, rate, volume*, and intensity) *Does not apply to ASL presenters	____/ 5

<b>Gestures and Movement</b>	<input type="checkbox"/> Consistently uses eye contact and varies gaze among audience members <input type="checkbox"/> Natural and expressive gestures and facial expressions <input type="checkbox"/> Stands and moves deliberately, avoids rocking and swaying <input type="checkbox"/> Avoids fidgeting <input type="checkbox"/> Inconspicuous use of notes <input type="checkbox"/> Interacts with, but does not read from, presentation aids	____/ 5
<b>Polish/ Professionalism</b>	<input type="checkbox"/> Presenter is prepared and appears practiced <input type="checkbox"/> Appearance is appropriate for the occasion and audience <input type="checkbox"/> Presenter demonstrates confidence and enthusiasm	____/ 5
<b>Overall Delivery Rating</b>		____/15
<b>Criteria</b>	<b>Time Management</b>	<b>Comments/Points</b>
<b>Time Management</b>	<input type="checkbox"/> Delivers presentation within determined time limit <input type="checkbox"/> Spends appropriate amount of time on introduction, body, and conclusion	____/ 5
<b>Overall Time Management Rating</b>		____/ 5
<b>Criteria</b>	<b>Question and Answer/Discussion Facilitation</b>	<b>Comments/Points</b>
<b>Q&amp;A</b>	<input type="checkbox"/> Questions are restated or paraphrased in the responses <input type="checkbox"/> Demonstrates knowledge by answering questions with explanations and elaboration <input type="checkbox"/> Uses specific evidence or research from project and experiences to answer questions <input type="checkbox"/> Maintains composure when responding to challenging questions <input type="checkbox"/> Responds honestly, admits limits to knowledge and scope of project <input type="checkbox"/> Responds to all parts of questions <input type="checkbox"/> Responds with language appropriate for the audience. Defines terms that might be unfamiliar <input type="checkbox"/> Responds concisely <input type="checkbox"/> Responds with polish, confidence, and enthusiasm	____/ 5
<b>Overall Question and Answer/Discussion Facilitation Rating</b>		____/ 5
<b>Overall Content Rating</b>		____/75
<b>Overall Delivery Rating</b>		____/15
<b>Overall Time Management Rating</b>		____/ 5
<b>Overall Total Rating</b>		____/100

## Culminating Project Scoring Rubric

### *Framing Language*

This rubric is intended to guide faculty in scoring the presentation component of a capstone-type project or another research-based culminating assignment, thus the focus of the criteria are based on presentation skills. It is assumed that other elements of the project (e.g., paper or portfolio) are scored separately. It is recommended that the rubric be shared with students prior to the presentation and can be a helpful teaching tool.

### *Scoring Guidelines*

When calculating student scores, suggestions for the weight or point distribution is provided as a guideline, however, faculty are encouraged to revise criteria and the associated point distribution as they see fit.

The rubric authors recommend that faculty consider the following when scoring a student using ASL

- When a speaker presents in ASL with an interpreter, provide additional time for the speaker to present their ideas.
- ASL presenters should be encouraged to practice with an interpreter ahead of the presentation. At a minimum, a presentation outline should be provided for the interpreter(s) in advance of the presentation.
- When evaluating a presenter using ASL, focus evaluation on the presenter, not the interpreter.