Group Presentation Scoring Guide	
Group Evaluation	
Criteria	**Comments/Points**
Introduction	Group: ☐ Engages audience with attention-getter (e.g., asks a question, presents surprising fact, tells a story, makes connection) ☐ Establishes credibility ☐ Establishes themselves as a cohesive unit ☐ Introduces topic and purpose clearly ☐ Relates topic and purpose to the audience ☐ Introduces thesis and/or previews main points _____ / 5
Body: Organization of Main/ Supporting Points	☐ Main points are re-identified as they are introduced in the body ☐ Main points and supporting points are ordered logically and coherently ☐ Transitions are used to move between main points, supporting points, and speakers _____/10
Body: Knowledge/ Content	☐ Appropriate background information is provided as context ☐ Describes project process/methods as appropriate ☐ Information presented is relevant ☐ Evidence supports assertions ☐ Support materials are timely, appropriate, and credible ☐ Support materials are cited appropriately (if applicable) ☐ Includes critical assignment elements _____/40
Conclusion	☐ Transitions clearly from body to conclusion ☐ Summarizes main points/thesis ☐ Reiterates significance, key takeaways, next steps, and/or recommendations ☐ Includes intentional, deliberate closing statement that provides sense of finality _____ / 5
Style: Language	Among group members, language: ☐ Has appropriate level of formality ☐ Is accessible and comprehensible to the target audience (terminology, jargon, acronyms, slang) ☐ Is concise and precise ☐ Is accurate ☐ Is vivid, memorable, and compelling _____/10
Presentation Aids	☐ Enhance audience understanding and/or appreciation ☐ Images/graphics/text can be quickly interpreted ☐ Legible, audible, and accessible (appropriate volume, text size, font, typeface, colors; audio is captioned) ☐ Images/graphics are good quality and appropriately cropped/placed ☐ Correct, free of errors, and appropriately sourced ☐ Style is consistent throughout entire presentation ☐ Aids are seamlessly integrated into presentation ☐ Aids complement material, not replace or distract _____ / 5
Group Polish & Cohesion	☐ Group appears prepared and practiced. ☐ Group members are engaged throughout presentation and do not distract. ☐ Appearance is appropriate for the occasion and audience and is consistent among group members ☐ Group members' contributions come together as a cohesive whole ☐ Delivery style is consistent among group members ☐ Language style is consistent among group members _____ / 5
Time Management	☐ Delivers presentation within determined time limit* ☐ Balances time appropriately among group members ☐ Spends appropriate amount of time on introduction, body, and conclusion _____ / 5
Overall Group Rating	_____ /85

Group Presentation Scoring Guide: Individual Evaluation

Presenter Name: _____

Criteria		Comments/Points
Content and Contributions	☐ Depth of content presented reflects understanding of material ☐ Establishes rapport, connects with audience ☐ Supports other group members in ways that contribute to group's success	_____ / 5
Paralanguage	☐ Clear pronunciation and articulation* ☐ Appropriate pace/rate (not rushed or drawn out) ☐ Avoids fillers such as "um," "like," "you know" ☐ Strong conversational quality (e.g., minimal reading, varies pitch*, rate, volume*, and intensity) *Does not apply to ASL presenters	_____ / 5
Gestures and Movement	☐ Consistently uses eye contact and varies gaze among audience members ☐ Natural and expressive gestures and facial expressions ☐ Stands and moves deliberately, avoids rocking and swaying ☐ Avoids fidgeting ☐ Inconspicuous use of notes ☐ Interacts with, but does not read from, presentation aids	_____ / 5
	Overall Individual Rating	_____ / 15
	Overall Group Rating	_____ / 85
	Overall Total Rating	_____ /100

Framing Language

This rubric is intended to guide faculty in scoring a group presentation and allow instructors to score groups both as a unit and for individual student's skills and contributions. The rubric emphasizes that an effective group presentation requires coordination and cohesion from all members. 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 students' scores, suggestions for the weight or point distribution are 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 students using ASL

- When a speaker presents in ASL with an interpreter, provide additional time for the speaker to present their ideas.
- Groups 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.