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| **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 | |

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| **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 | |



**Group Presentation Rubric**

# 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.

