**Evaluation rubric BLM**

# Oral presentation Rubric – please note, the evaluation criteria for the first four aspects may also be useful for evaluating written tasks.

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| Evaluating Student Presentations | | | | |
|  | **1** | **2** | **3** | **4** |
| Organisation | Student presents information with no logical sequence of information making it hard to understand. | Student jumps around sometimes which makes it hard for the audience to follow the presentation at all times. | Student presents information in a logical sequence which the audience can follow throughout. | Student presents information in a logical and interesting sequence which the audience can follow throughout. |
| **Subject Knowledge** | Student does not have a grasp of the information and cannot answer questions about the subject. | Student is not confident with information and can answer only basic questions. | Student answers all questions and appears at ease, but fails to elaborate with explanations. | Student demonstrates knowledge (more than expected) by answering all questions with explanations and elaborations. |
| **Graphics** | Student uses irrelevant graphics, or none at all. | Student uses graphics but occasionally they fail to support the text and presentation. | Student’s graphics all relate to and support the text and presentation. | Student’s graphics not only relate to, but also explain and reinforce the text and presentation. |
| **Language** | Student’s presentation has five or more errors - spelling and/or grammatical. | Presentation has three errors - spelling and/or grammatical. | Presentation has no more than two errors - spelling and/or grammatical. | Presentation has no errors - spelling or grammatical. |
| **Eye Contact** | Student talks to audience about the presentation, with no eye contact. | Student occasionally uses eye contact, but reads most of the presentation. | Student mostly maintains eye contact but also frequently refers to notes. | Student maintains eye contact with audience, seldom referring to notes. |
| **Speech** | Student mumbles, incorrectly pronounces words, and speaks too quietly for all to hear. | Student’s voice is low, with some incorrect pronunciations. | Student’s voice is clear with mostly correct pronunciation, and audience generally can hear the presentation. | Student speaks clearly with correct, precise pronunciation so that all audience members can hear the presentation. |

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