

QEP: Oral Presentation Rubric

Student Name: _____ **Student ID:** _____ **Date:** _____

Course Name and #: _____ **Section:** _____ **Presentation Title/Topic:** _____

CATEGORY	4	3	2	1	0
Verbal Communication	<i>Uses clear language skills including appropriate language level, good grammar/syntax, defined concepts, and accurate words at least 90% of the time</i> <input type="checkbox"/>	<i>Uses clear language skills at least 75% of the time</i> <input type="checkbox"/>	<i>Only uses clear language skills about 50% of the time</i> <input type="checkbox"/>	<i>Demonstrates serious/poor language skills including such things as slang, poor grammar/syntax, undefined concepts or inaccurate vocabulary most of the time</i> <input type="checkbox"/>	No effort
Nonverbal Communication	<i>Displays excellent nonverbals such as vocal enthusiasm, good eye contact, appropriate gestures, good posture, appropriate dress and overall dynamism at least 90% of the time</i> <input type="checkbox"/>	<i>Displays excellent nonverbals at least 75% of the time</i> <input type="checkbox"/>	<i>Only uses good nonverbals about 50% of the time</i> <input type="checkbox"/>	<i>Demonstrates serious/poor nonverbal problems such as monotone vocals, poor eye contact, lack of gestures or over-gesturing, poor posture, inappropriate dress and overall lack of dynamism most of the time</i> <input type="checkbox"/>	No effort
Content	<i>Shows an understanding of the topic by having solid and logical facts, citing the source of facts (statistical or statement driven), having adequate examples and other forms of support such as testimonials, comparisons, definitions, and visual aids at least 90% of the time</i> <input type="checkbox"/>	<i>Shows an understanding of the topic at least 75% of the time</i> <input type="checkbox"/>	<i>Only shows an understanding of the topic about 50% of the time</i> <input type="checkbox"/>	<i>Demonstrates a serious lack of understanding the topic most of the time by having few/no facts, no citing of facts, poor, inappropriate or no examples, testimonials, comparisons definitions, visual aids most of the time</i> <input type="checkbox"/>	No effort
Organization	<i>Excellent organization including clear thesis, clear intent, follows subtopics as presented, clear topic sentences and transitions when appropriate and covers all content at least 90% of the time</i> <input type="checkbox"/>	<i>Good organization</i> <input type="checkbox"/>	<i>Occasional organization</i> <input type="checkbox"/>	<i>Demonstrates serious/poor organizational skills most of the time</i> <input type="checkbox"/>	No effort

QEP Explanation of Criteria

	4 - Exceeds Standards	3 – Meets Standards	2 - Developing Standards	1 - Does Not Meet Standards
Language Use (Verbal Effectiveness)	Uses advanced language skills including rich and varied words for context, good grammar/syntax, and defined concepts	Uses clear language skills including appropriate language for context, correct grammar/syntax, and defined concepts	Uses limited language skills including frequently selecting words inappropriate for context, incorrect grammar/syntax, and undefined concepts	Demonstrates serious/poor language skills including such things as slang , poor grammar/syntax, undefined concepts or inaccurate vocabulary most of the time
Delivery (Nonverbal Effectiveness)	The delivery is natural and confident , and enhances the message - eye contact, gestures, facial expressions, posture, dress, volume and pace indicate strong self-confidence. Delivery style and tone is consistent with message. Articulation and pronunciation are clear.	The delivery is effective – however, some inconsistency or hesitancy may be observed with eye contact, gestures, facial expressions, posture, dress, volume and pace indicate reasonable confidence . In general, delivery style and tone is consistent with message; articulation and pronunciation are clear.	The delivery is, unnatural and hesitant and distracts from the message - eye contact, gestures, facial expressions, posture, dress, volume and pace indicate lack of confidence . Delivery style and tone may be inconsistent with message. Articulation and pronunciation tend to be sloppy.	The delivery demonstrates serious nonverbal issues that significantly distracts from the message - monotone vocals, poor eye contact , lack of gestures or over-gesturing , poor posture , inappropriate dress mumbling , speaking inaudibly and overall lack of dynamism . Delivery style and tone is inconsistent with message. Articulation and pronunciation is sloppy and inappropriate.
Content	Clearly defines the topic or thesis and its significance . Supports the thesis and key arguments with an analysis of relevant and appropriate evidence. Provides evidence of extensive and valid research from multiple and varied sources citing the source of facts (statistical or statement driven), and having numerous examples and other forms of support such as testimonials, comparisons, definitions, and visual aids. Combines and evaluates existing ideas to form new insights.	Clearly defines the topic or thesis. Supports the thesis with evidence. Provides evidence of valid research from multiple sources citing the source of facts (statistical or statement driven), and having adequate examples and other forms of support such as definitions, and visual aids. Combines existing ideas to form new insights.	Defines the topic or thesis. Provides marginal support for the thesis with evidence. Provides evidence of research, citing few if any source of facts (statistical or statement driven), and has inadequate examples or other forms of support such as testimonials, comparisons, definitions, and visual aids. More often lists rather than combines ideas .	Demonstrates a serious lack of understanding the topic . Does not clearly define topic or thesis. Provides little to no evidence of research, citing few/no facts , has poor /inappropriate/no examples or other forms of support such as testimonials, comparisons definitions, and visual aids. Lists ideas that are inconsistent and illogical .
Organization	Excellent organization. Introduces the topic clearly and creatively . Maintains focus on the topic. Effectively uses smooth transitions to connect key points. Ends with a logical, effective and relevant conclusion .	Good organization. Introduces the topic clearly . Maintains focus on the topic. Includes transitions to connect key points. Ends with a coherent conclusion based on evidence.	Occasional organization. Introduces the topic. Generally do not maintains focus on the topic, but my jump around in an illogical fashion. Includes some transitions to connect key points, but they may be abrupt or awkward . Ends with a basic conclusion not necessarily based on the evidence.	Poor organization. Does not introduce the topic clearly. Does not establish or maintain focus on the topic. Uses ineffective transitions that rarely connect key points . Ends without a conclusion .