## Oral presentation rubric – Structure

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Task response | Good response | ✓ | Satisfactory response | ✓ | Unsatisfactory response | ✓ | Links |
| **Structure and content**  | Appropriate structure and organisation |  | Generally appropriate structure and organisation some parts difficult to follow |  | Structure and organisation not appropriate –difficult to follow |  | [Oral presentations](http://emedia.rmit.edu.au/learninglab/content/oral-presentations-tutorial) |
| **Introduction** | Outlines context, topic and content |  | Outlines context, topic and content but not all clear |  | Does not outline context, topic and content |  | [Oral presentation structure](http://emedia.rmit.edu.au/learninglab/content/structure) |
| **Body** | Main ideas logical & clear |  | Main ideas generally clear Some lack of clarity |  | Does not clearly address main ideas  |  |  |
| **Conclusion** | Sums up topic well |  | Generally sums up topic well |  | Does not sum up – no clear conclusion |  |  |
| **Evidence** | Appropriately paraphrases & references |  | Generally appropriately paraphrases & references  |  | Relies on information copied from texts; not appropriately referenced |  |  |

## Oral presentation rubric – Delivery

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Task response | Good response | ✓ | Satisfactory response | ✓ | Unsatisfactory response | ✓ | Links |
| **Use of notes / slides** | Notes used well |  | Notes / slides used more than necessary |  | Overuse of notesRead rather than talked |  | [Oral presentations- presenting](http://emedia.rmit.edu.au/learninglab/content/presenting) |
| **Volume and clarity of expression** | Clear, easy to hear and understand; appropriate expression for oral presentation |  | Mainly clear ; appropriate expression – errors do not detract from meaning |  | Difficult to understand; inappropriate words and expression for oral presentation |  |  |
| **Timing** | Timing enhances meaning, suitable pauses |  | Mostly well timed; could pause  |  | Too fast/slow; timing detracts from meaning |  |  |
| **Eye contact & body language** | Eye contact consistent |  | Eye contact but not necessarily inclusive |  | Little eye contact with audience |  |  |
| **Audience engagement** | Confident and enthusiastic presentation |  | Lack of confidence affects audience engagement |  | Audience not engaged |  | [Engaging the audience](http://emedia.rmit.edu.au/learninglab/content/engagement) |
| **Use of visual aids** | Enhance the presentation |  | Enhance the presentation; occasionally distracting  |  | Not relevant – distract rather than add to the presentation |  |  |