## Presentation Assessment Rubrics

<table>
<thead>
<tr>
<th>Student Presenter</th>
<th>Topic</th>
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### Content
- **1** Many topics are not addressed and/or many statements are incorrect.
- **2** Student leaves out some important details and/or presents vague information.
- **3** Student addresses all topics and provided exhaustive and accurate information.

### Organization
- **1** The presentation lacked any structure (introduction, transitions between topics, conclusion). Explanation of topics was overly wordy and/or confusing.
- **2** The presentation was loosely structured. Explanation of topics at times was wordy, unclear, and/or confusing.
- **3** The presentation was exceptionally well organized with an engaging introduction, clear transitions, and a thoughtful conclusion. Explanation of topics was clear and concise.

### Eye Contact
- **1** Student read directly from notes and made no eye contact with the audience.
- **2** Student often referred to notes and made little eye contact with the audience.
- **3** Student rarely, if ever, relied on notes and made consistent eye contact the audience.

### Volume & Pace
- **1** The student was difficult to hear and/or spoke so quickly that the presentation was difficult to follow.
- **2** The student was difficult to hear at times and/or spoke somewhat quickly.
- **3** All members of the audience could clearly hear presentation. Presentation was well paced.

### Flow
- **1** The presentation included several distracting pauses and many verbal fillers.
- **2** The presentation included some distracting pauses and a few verbal fillers.
- **3** The presentation had few or no pauses or distracting verbal fillers.

### Enthusiasm
- **1** Student appeared bored and uninterested in the topic.
- **2** Student demonstrated some enthusiasm for topic.
- **3** Student demonstrated strong enthusiasm for topic throughout entire presentation.

### Pronunciation
- **1** The student did not accurately pronounce scientific terms and systematic classifications.
- **2** The student struggled to fluently and accurately pronounce scientific terms and systematic classifications.
- **3** The student fluently and accurately pronounced all scientific terms and systematic classifications.

### Timeliness
- **1** Presentation was not given within 3 minutes of allotted time.
- **2** Presentation was given within 3 minutes of allotted time.
- **3** Presentation was given in the allotted time.

### Question and Answer
- **1** Was unable to answer even the most rudimentary questions.
- **2** Was uncomfortable with information and was able to answer only rudimentary questions.
- **3** Student answered all questions accurately and thoroughly.

### Number of References
- **1** All of the information cited comes from 5 or fewer references.
- **2** Information cited comes from more than 5 references; however, 1-3 of these references were disproportionately relied upon.
- **3** The information cited comes from more than 5 references, with no 1-3 references dominating the information.

### Nature of References
- **1** All citations are from non-peer reviewed literature references (blogs, news articles, etc).
- **2** Only a few citations are from primary peer-reviewed literature references.
- **3** All citations are from primary peer-reviewed literature references.

### Summary Sheet Content
- **1** Summary failed to adequately summarize most of presentation and/or most information is incorrect.
- **2** Summary sheet leaves out some important details and/or presents vague information.
- **3** Summary sheet addresses all topics and provided exhaustive and accurate information.

### Summary Sheet Structure
- **1** The entire summary sheet is poorly organized, inconsistently formatted, and contains typos throughout.
- **2** Some topics on the summary sheet are poorly organized and inconsistently formatted. Contains 1-2 typos.
- **3** Entire summary sheet is well organized and formatted, and does not contain typos.

**NOTES:**