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| **Criteria** | **Beginning 1** | **Developing 2** | **Proficient 3** | **Mastery 4** |
| **Introduction & Content**: Importance of topic, relevance, overall treatment of topic | Topic/Introduction lacks relevance or focus.  | Topic would benefit from more focus. The problem is mentioned but there is no follow through. | Topic is adequately focused and relevant. The problem is stated and the research is adequate. | Relevant information and clearly stated problem is focused and adequately addressed by research. Presented in a logical fashion.  |
| **Organization/Clarity**: introduction, body, and conclusions; ordering of ideas; transitions between major points, background of information | Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear. Presentation is too short or too long | Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear. Additional depth needed in places.  | Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable. Presentation is within specified length | Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise. presentation is within specified length |
| **Methodology & Documentarian:** support and sourcing for major ideas, inclusion of visual aids | Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided. | Some message support provided by facts and visual aids; sourcing may be outdated or thin, visual aids need work. | Adequate message support provided for most key concepts by facts and visual aids; sourcing is generally adequate and current. | Clear and concise message support provided for all key concepts by facts and visual aids; sourcing is appropriate and current. |
| **Conclusion & Future Recommendations** | Conclusion does not exist or is rushed. No attention to future recommendations.  | Some ideas of a conclusion are mentioned but is rushed and does not summarize the presentation in an understandable way.  | Adequate conclusion with some summary and a general discussion of future research.  | The conclusion is meaningful and for the audience and detailed. Consideration is given to what more can be done on the topic and its significance.  |
| **Grammar/Mechanics**: grammar and usage that is appropriate for audience(s). Evidence of help from the Purdue Writing Lab.  | Presentation contains several major grammar/usage errors; sentences are long, incomplete or contain excessive jargon | Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow | Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable | Presentation contains very few grammar errors; jargon is limited or carefully explained; sentences complete and easy to understand |
| **Delivery**: volume, pace, personal appearance, enthusiasm/energy, posture, use of visual aids. Ability to listen and/or answer questions | Low volume or energy; pace too slow or fast; distracting gestures or posture; unprofessional appearance; visual aids poorly used. Little or no eye contact with audience | More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved. Additional eye contact needed at times. Some difficulty answering audience questions | Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequatelyFairly good eye contact with audience. Provides adequate answers to audience questions | Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectivelyGood eye contact with audience. Answers audience questions with authority and accuracy |