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| --- | --- | --- | --- | --- | --- |
|  | 4 – Exceptional | 3 – Good | 2 – Acceptable | 1 – Poor | Speaker Score |
| Nonverbal Skills | 1 | 2 | 3 |
| Eye Contact | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides | Consistent use of direct eye contact with audience, returns to notes often | Most of speech read from notes with occasional eye contact | No eye contact with audience, entire report read from notes |  |  |  |
| Body Language | Movements seem fluid and help the audience visualize | Made movements or gestures that enhance articulation | Very little movement or descriptive gestures | No movement or descriptive gestures |  |  |  |
| Poise | Displays relaxed, confident nature about self with no mistakes | Makes minor mistakes, but quickly recovers, displays little to no tension | Displays mild tension, has trouble recovering from mistakes | Tension and nervousness is obvious, has trouble recovering from mistakes |  |  |  |
| Verbal Skills |  |  |  |
| Enthusiasm | Demonstrates a strong positive feeling about topic during presentation | Occasionally shows positive feelings about topic | Shows some negativity toward topic | Shows absolutely no interest in topic presented |  |  |  |
| Speaking Skills | Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides. No filler words | Presenter’s voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation. | Presenter’s voice is low. The pace is much too rapid/slow.Audience members have difficulty hearing presentation. | Presenter mumbles talks very fast, and speaks too quietly for a majority of students to hear & understand. |  |  |  |
| Content |  |  |  |
| Subject Knowledge  | An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims | Sufficient information with many good points made, uneven balance and little consistency. | There is a great deal of information that is not clearly integrated or connected to the research. | Goal of research unclear, information included that does not support research claims in any way. |  |  |  |
| Language | Language is precise, vivid, and appropriate for the setting and context. No use of filler words | Language is appropriate but may not be vivid. Little use of filler words | Language is not precise. Occasional use of filler words | Language choices are ineffective or limited. Use of filler words (um, uh…) frequently |  |  |  |
| Visuals | Excellent visuals that are tied into the overall story of the research | Appropriate visuals are used and explained by the speaker | Visuals are used but not explained or put in context | Little or no visuals, too much text |  |  |  |
|  Visual Guidelines Followed  |  |  |  |
| Use of Slides | Slides average to 1-2 minutes per slide, there are no more than 4-5 points made on each slide (bullets no more than 2 lines). | Slides average to 1-2 minutes per slide but slides display too little or too many points.  | Slides average to <1 or >2 minutes per slide, points are much too long or short per slide | Slides are not used properly. Too many or too few slides are utilized and display too much or too little information. |  |  |  |
| Legibility of Slides | Font size is never less than 18 point. Font style and colors used are easily read. | Font size is generally greater than 18 point. Font style and/or color use could be better. | Font size is too small or too large. Font style and colors are used inappropriately and make slides hard to read. | Cannot read sections of presentation due to font size, style, or color choice. |  |  |  |
| Mechanics | Presentation has no misspellings or grammatical errors | Presentation has no more than two misspellings and/or grammatical errors | Presentation has three misspellings and/or grammatical errors | Presentation has many misspellings and/or grammatical errors |  |  |  |
| Structure |  |  |  |
| Introduction | Speaker effectively grabs the audience’s attention. Purpose of presentation is clear | Topic is introduced effectively. Purpose outlined | Topic is not effectively introduced. Purpose of presentation unclear  | Topic not introduced and purpose of presentation unclear |  |  |  |
| Organization | Information is presented in a logical and interesting sequence which audience can follow. Flows well | Information is presented in logical sequence which audience can follow | Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions | Audience cannot understand presentation because there is no sequence of information |  |  |  |
| Conclusions | Speaker wraps up speech effectively leaving audience intrigued | Presentation is concluded and covered all main ideas stated | Presentation not effectively concluded and may have left 1-2 main points unfulfilled  | Presentation not concluded and main points left unfulfilled  |  |  |  |
|  |  |  |  | Final Score (56 Total Points) |  |  |  |