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**OSU Center for Teaching and Learning**

**Oral Presentation Rubric**

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|  | **Exemplary** | **Proficient** | **Developing** | **Novice** |
| **Presentation Content** | | | | |
| **Introduction** | Introduced topic, established rapport and explained the purpose of presentation in creative, clear way capturing attention. | Introduced presentation in clear way. | Started with a self introduction or “My topic is” before capturing attention. | Did not clearly introduce purpose of presentation. |
| **Content Selection** | All information was relevant and appropriate to requirements of the assignment | Most information relevant; some topics needed expansion or shortened. | Information was valid but not explicitly related to the purpose. | Information was not relevant to the audience or directly related to the assignment |
| **Organization** | Contains a clear central message and clearly-identifiable sections featuring purposeful organizational pattern (e.g., chronological, problem-solution, analysis of parts, etc.) | Central message is identifiable; sections of the speech may vary in explicit organizational pattern, which influences the audience engagement level or comprehension of the central message. | Central message is not clearly and/or easily identifiable by audience; sections may be in need of further organization and clarity | Does not contain central message or identifiable organizational pattern |
| **Transitions** | Effective, smooth transitions that indicated transitions in presentation topic or focus. | Included transitions to connect key points but often used fillers such as um, ah, or like. | Included some transitions to connect key points but over reliance on fillers was distracting. | Presentation was choppy and disjointed with a lack of structure. |
| **Conclusion** | Ends with an accurate conclusion tying the content back to the opening with a dynamic 25 words or less close. Transitioned into close so audience was ready for it. | Ends with a summary of main points showing some evaluation but over the 25-word limit. Transitioned to close. | Ends with a recap of key points without adding a closing twist. | Ends with only a recap of key points or with no transition to closure. |
|  | **Exemplary** | **Proficient** | **Developing** | **Novice** |
| **Physical Presentation and Delivery** | | | | |
| **Length** | Time used efficiently. Within 20 seconds of allotted time. | Within 40 seconds of allotted time. | Within 1 minute of allotted time. | Substantially longer or shorter than indicated by assignment. |
| **SlideShow and/or Handouts** | Slides and/or handouts are professional and easy to read. Materials enable speaker to focus on presentation and provide audience with important resources for later consideration. | Slides contain appropriate material but too much text or too many images/builds. Handouts and other materials provide useful information for further consideration but may not directly relate to central topic. | Slides, handouts, materials with occasional typos, unclear organization, and/or questionable applicability to presentation. All slides include significant amounts of text. | Typos throughout slides and materials. Does not include handouts; too much text on slides. Material on slide either is identical to speaker’s speech or completely disconnected from it. |
| **Vocal Qualities** | Clear, strong voice with vocal variation to demonstrate interest in the subject. Precise pronunciation of terms. | Voice is clear but drops in volume at times; still uses vocal variation to show interest. | Voice is soft or lacks vocal variation. | Voice is soft and monotone. |

Adapted from Cindy Kenkel, “Teaching Presentation Skills in Online Business Communication Courses,” Managerial Communication Oral Presentation Evaluation and AAC&U Oral Communication Metarubric.