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| **Preparation** |
| **Criteria** | **Advanced (4)** | **Proficient (3)** | **Developing (2)** | **Beginner (1)** |
| **Content/Organization** | Content is well-researched and logically structured. Begins with a highly engaging attention-getter, clearly outlines the purpose and main points, uses smooth transitions, and ends with a memorable conclusion.  | Content is clear and organized. Starts with some form of attention-getter, outlines the purpose and main points, uses some transitions, and ends with a solid conclusion.  | Content is clear but lacks depth and organization. Provides some outline of the purpose and main points. Absent or weak transitions. May lack an effective conclusion or “wrap up.” | Content is inaccurate, confusing, or disorganized. May lack sufficient content and emphasizes repetition. lacks clarity. No clear introduction or conclusion or ineffective ones failing to clearly outline the purpose and main points. Transitions are unclear or missing.  |
| **Topic Planning & Time Management** | Stays precisely within the allotted time, maintaining a steady pace without rushing or dragging. Pacing enhances presentation quality. | Within the allotted time, with good pacing. No significant pauses or rushing. | Slightly exceeds or falls short of the allotted time. Pacing issues such as inconsistent speed or depth. Some pauses or rushing. | Significantly exceeds or falls short of allotted time. Poor pacing affecting the flow and quality of the presentation. |
| **Visual Aids** | Visual aids are highly readable, relevant, and enhance the presentation. They are well-designed, using images to illustrate content and enhance the presentation without overloading slides with text. | Visual aids are readable and relevant, supporting the presentation. Images and visual design are effective and somewhat relevant.Design is generally good, with minimal text overload. | Visual aids have readability issues or are confusing or irrelevant, with design needing improvement and some text overload, issues with visual design like spacing, proximity, and alignment | Visual aids are poorly designed, difficult to read or see, irrelevant, or distract from the presentation. Low quality images, poor visual design, or slides overloaded with text. |
| **Credibility and Support** | Provides highly effective and plentiful supporting material– such as statistics, definitions, facts, examples, or anecdotes, which aid the speaker in accomplishing the purpose, enhance the credibility of the speaker, and clarify the topic. Content is effectively cited and contextualized. | Provides sufficient supporting material– such as statistics, definitions, facts, examples, or anecdotes, which aid the speaker in accomplishing the purpose, enhance the credibility of the speaker, and clarify the topic. Content is clearly cited though citations may be cursory of hard to find. | Provides some supporting material– such as statistics, definitions, facts, examples, or anecdotes. Support may be lacking in some areas or may be poorly chosen. Outside content is not presented as original work of the speaker (no plagiarism), but it is not clearly cited. | Extremely lacking in supporting material– such as statistics, definitions, facts, examples, or anecdotes. Support may be inaccurate or inappropriate. Outside content is not clearly distinguished from the original ideas of the speaker. |

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| **Delivery** |
| **Criteria** | **Advanced (4)** | **Proficient (3)** | **Developing (2)** | **Beginner (1)** |
| **Non-Verbal (eye contact and body language)** | Maintains consistent and engaging eye contact. Effectively uses body language to enhance presentation. | Maintains eye contact most of the time. Body language and expression are minimally effective and do not detract from the presentation. | Sometimes makes effective eye contact but sometimes does not. Body language may detract slightly from the presentation.  | Little to no eye contact with the camera. Poor body language detracting noticeably from presentation effectiveness. |
| **Vocal Quality**  | Voice is clear, using varied pitch and emphasis, engaging and confident. Volume is appropriate, and speaking pace is effective at enhancing the presentation.  | Voice is clear, with some pitch variation and mostly engaging. Volume and speed of speaking are generally good. | Voice clarity varies, with limited pitch variation and engagement. May be somewhat flat or monotone at times. Volume and speed of speaking are acceptable but unengaging. | Voice is unclear, monotone, and not engaging. Volume and speed of speaking are inappropriate. |
| **Language Use & Audience Awareness** | Uses clear, vivid, and appropriate language inclusive and engaging for most audiences.Interesting content, or attention getters like examples or rhetorical questions. | Mostly uses clear and appropriate language though they may miss opportunities to be engaging or inclusive. Uses some attention getters and stimulating content. | Language use is minimally effective. May at times show a lack of audience awareness or language inappropriate for the context. Little significant attempts to include attention getters or interesting content. | Little to no audience engagement. Language is unclear, inappropriate, or non-inclusive. Shows a significant lack of audience awareness. No attention getters. |
| **Professionalism** | Appropriately dressed and groomed. Content is well-chosen to enhance credibility and appropriate for the audience and occasion Highly effective use of technology like cameras, microphones, displays, recording software, etc that enhances the quality of the presentation. | Effectively dressed and groomed. Content is effective for the audience and occasion and adds somewhat to the credibility of the speaker.Use of technology is effective and does not detract from the presentation though small mistakes may be present | Somewhat unprofessional attire or grooming. Content and ideas may at times be unprofessional or inappropriate for the context or discipline. No effort made to enhance the credibility or professionalism of the speaker. Some minor issues with use of technology such as poor sound quality, poor use of a microphone, or poorly positioned cameras. | Extremely unprofessional attire or grooming detracting from the professionalism and credibility of the speaker. Unprofessional or inappropriate content. Major problems with use of technology that detracts from the professionalism or effectiveness of the presentation. |