

## Group Rubric for Presentations

Group Members \_\_\_\_\_

	4	3	2	1	Puntos
<b>Organization and Presentation of Topic</b>	Well-developed and organized presentation of topic; listeners are able to follow along easily; all important information is presented thoroughly and accurately.	Developed and organized presentation of topic; listeners can follow most of the presentation; most of the important information of the topic is presented.	Topic is adequately-developed, somewhat organized presentation; important sequencing links missing; somewhat difficult to follow ideas; missing pieces of important information.	Topic is underdeveloped and unorganized; pieces of information seem disconnected or demonstrate lack of understanding; very difficult to follow and draw meaning from; missing important information.	
<b>Word choice and language control</b>	Includes a wide range of topic-specific vocabulary; clearly communicates ideas; mostly accurate use of verb tenses, embedded clauses, and word order.	Good range of topic specific vocabulary; ideas are communicated; good control of verb tenses, embedded clauses and word order.	Lacking some critical topic-specific vocabulary; somewhat limited vocabulary range; several instances of errors in verb tenses and word order; embedded clauses inaccurate and limited.	Word choice seems inappropriate for topic; very basic, limited vocabulary impedes communication; inaccurate use of verb tenses and word order impede understanding; embedded clauses non-existent.	
<b>Pronunciation, Fluency, and Eye Contact</b>	Pronunciation and intonation are level appropriate; smooth and fluent speech; few to no hesitations or groping for words; excellent eye contact.	Always intelligible, though one is aware of definite accent and lapses in intonation; speech mostly smooth; some hesitation and unevenness; some groping for words; eyes mostly focused on public.	Pronunciation problems partially impede comprehensibility; speech is hesitant and jerky, some sentences are left uncompleted, some words/ideas incomprehensible; eyes focus more on notes and visuals.	Very difficult to understand because of pronunciation problems; speech is slow with many pauses; many words/ideas incomprehensible; poor eye contact.	
<b>Participation and group work</b>	Each group member assumes an equal and active role in the preparation and presentation.	Each group member assumes an active role; 1-2 students take on the bulk of the work.	Uneven participation among group members; some students mainly passive and contribute little to the presentation.	Uneven participation among group members; some students do not participate; no effort made to distribute work among all group members.	
<b>Use of Visual Supports</b>	Makes excellent use of previously prepared visuals that help to orient the listener and enhance the report visuals are easy to see, read, and understand.	Makes use of previously prepared visuals; visuals serve to mostly support the reports; visuals are legible and mostly understandable.	Visuals seem peripheral to presentation and are not well integrated; difficult to make sense of or read.	No use of visuals or visuals have little to no supporting function; poorly represented and poorly integrated.	