

## Oral Presentation Rubric

Grade	Thesis and Structure	Conceptual Analysis and Support	Rhetorical	Language	Integration with Group
A	Logical progression of points that are all clearly linked to a precise, well-defined thesis; arrangement of organizational elements seems particularly apt.	Original, often insightful ideas that go beyond what was discussed in lecture and class; well-chosen examples with specific quotations, statistics, and/or aesthetic details	Commands attention with a compelling argument with a compelling purpose; anticipates the audience's need for information, explanation, and context; engages the audience throughout with eye contact, gestures, and expressive intonation	Clear language that uses sophisticated sentences effectively; usually chooses words aptly	Effectively integrates the individual contribution into the group's presentation as a whole so that this whole has a unified structure
B	Distinct units of thought that relate to a clear, specific, arguable thesis; some connections may be undefined.	Shows a good understanding of the texts, ideas and methods of the assignment that goes beyond the obvious; appropriate textual evidence and supporting detail	Addresses audience with a thoughtful argument with a clear purpose; addresses the reader's needs for information, explanation, context; generally maintains a relationship to the audience	Generally understandable language; may make occasional problematic word choices or syntax errors; may slip occasionally into an inappropriate style	Relationship to overall group presentation is generally clear; may have minor inconsistency in transition
C	Makes points that relate to a general thesis or controlling idea; arrangement may not appear entirely natural; contains extraneous information	Shows an understanding of the basic ideas and information involved in the assignment; some ideas unsupported; makes limited use of textual evidence	Purpose of presentation not always clear; signals the importance of the reader's needs for information, explanation, and context; relation to audience impaired by reading, using a monotone, or inaudible voice	Occasional phrases or sentences that are incomplete or incomprehensible to the audience; imprecise use of words; frequently inappropriate style; some distracting grammatical errors	Role of individual contribution for overall project is not always apparent; disjointed transition to preceding or succeeding presentation
D	Thesis vague or not central to argument; narration or summary rather than arguments; wanders from one topic to another with no clear structure	Shows inadequate command of course materials or has significant factual and conceptual errors; insufficient or inappropriate textual evidence	Purpose generally unclear; unable to address audience needs for information, explanation, context; shows serious weaknesses in addressing an audience	Frequently incomplete or incomprehensible phrases; some major grammatical errors that impair comprehension; generally inappropriate style of address	Individual contribution is only vaguely related to the whole; failed transitions to other presentations
F	No discernible thesis and incoherent development	Lacks basic understanding of lectures, readings, discussions, or assignments; may list disjointed facts or misinformation; uses no textual evidence or fails to cite sources or plagiarizes	No sense of purpose; unable to communicate with audience	Large stretches of incomprehensible language; numerous grammatical errors and stylistic problems seriously detract from the argument; no sense of appropriate style for audience	No discernible relation to group project; no attempt to establish a transition to other presentations