

CATEGORY	3	2	1	0
<b>Focus on Topic</b>	Stays on topic all of the time	Stays on topic most of the time	Stays on topic some of the time	Was hard to tell what the topic was
<b>Content</b>	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows some understanding of the topic	Does not seem to understand the topic very well
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked	Very little use of facial expressions or body language. Did not generate much interest in topic being presented
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation	Stands up straight and establishes eye contact with several people in the room during the presentation	Sometimes stands up straight and establishes eye contact	Slouches and/or does not look at people during the presentation
<b>Presentation Activities and/or Technology</b>	Adequately used and significantly contributed to audience learning	Adequately used and moderately effective in contributing to audience learning	Adequately used but not effective in contributing to audience learning	Minimal to no use of presentation activities and/or technology
<b>Generalizability</b>	Applicable to a broad range of courses and topics	Applicable only within the presenter's department	Applicable only within presenter's department	Applicable only to presenter's course
<b>Time Limit</b>	Presentation is 10–20 minutes	Presentation is 7–9 minutes	Presentation is 5–6 minutes	Presentation is less than 5 minutes OR more than 20 minutes
<b>Clear Speech</b>	Speaks clearly and distinctly all of the time	Speaks clearly and distinctly most of the time	Speaks clearly and distinctly some of the time	Often mumbles or cannot be understood

Figure 21.1 Oral Presentation Rubric

grade class participation. They have operationalized their expectations and, as can be seen from the notes, have modified it with student feedback.

An excellent resource for beginning the development of rubrics can be found at <http://rubistar.4teachers.org/index.php>. RubiStar provides sample rubrics posted by teachers and faculty members on topics as wide ranging as chemistry research projects and proper behavior at classical music concerts. There is

no charge for viewing and using the RubiStar rubrics, and usually a category is already begun for almost any assignment. Rubrics also are provided in *Effective Grading: A Tool for Learning and Assessment* (1998) by Walvoord and Anderson, in *Assessing Student Learning: A Common Sense Guide* (Suskie, 2004), and in *Changing the Way We Grade Student Performance: Classroom Assessment and the New Learning Paradigm* (Anderson & Speck, 1998).