

Presentation Grading Rubric

Team: _____

Criterion – Goal	Exemplary, 3	Satisfactory, 2	Needs Improvement, 1
<p>Teaching — Conveyed the basics of the programming language used so that audience understands what the language might be used for and how to get started learning more about it</p>	<p>Gave a clear, technically accurate explanation. Clearly described strengths and weakness of the language and where to find more about it.</p>	<p>Gave a clear, technically accurate explanation. Described where to find more about it.</p>	<p>Explanation was unclear or inaccurate.</p>
<p>Organization — Organized presentation in a manner that enhanced the audience’s understanding</p>	<p>The structure of the talk was clear. Audience generally knew what to expect, though suspense was used sparingly to build interest.</p>	<p>The structure of the talk was clear. Audience knew what to expect.</p>	<p>The structure of the talk was not apparent. Disjointedness in presentation was confusing.</p>
<p>Materials — Used clear visual aides, not too much on a slide/screen, readable from the back of the room; appropriate English syntax and grammar used; slides posted in advance; quiz copies brought to class</p>	<p>Slides were readable as for a satisfactory score. Additionally, appropriate figures were used to illustrate key points. Slides were used to summarize ideas or focus discussion, not convey all the information. Quiz questions are clear and unambiguous.</p>	<p>Slides were readable. At least 24 point font. No more than seven lines per slide, seven words per line. Quiz questions covered the basic topics.</p>	<p>Slides were unreadable because of too much text, too small a font, or poor color scheme. Slides included grammatical or spelling errors. Some materials missing altogether. Quiz questions inappropriately easy, hard, or confusing.</p>
<p>Purpose — Gave clear description of the problem they were trying to solve and their approach to solving it.</p>	<p>Based only the presentation, a colleague could explain the problem, the basic design of the solution, and the rationale behind the design decisions made.</p>	<p>Based only on the presentation, a colleague could explain the problem and the basic design of the solution.</p>	<p>The problem or the basic design were not clear from the presentation.</p>
<p>Demonstration — Gave understandable demonstration of the prototype or implementation to date (or showed useful examples for non-development project)</p>	<p>Demonstration told a story. The important features of the system were covered in a compelling way that made clear how the problem was solved from the user’s perspective.</p>	<p>Demonstration provided concise, but thorough review of the system that made clear how the problem was solved from the user’s perspective.</p>	<p>Demonstration was either incomplete or was just a litany of features.</p>
<p>Lessons — Described any problems they had or any lessons that they learned for next time</p>	<p>Summarized the key challenges faced. Described the lessons learned while overcoming those challenges such that the audience could also benefit from the presenters’ new knowledge.</p>	<p>Summarized the key challenges faced and the lessons learned that helped them overcome those challenges, or that would be applicable in a similar situation in the future.</p>	<p>It was unclear whether the presenters had put serious thought into what they learned.</p>

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Time — Did not take too little time, so that material was explained inadequately, or too much time, leaving inadequate time for other team members	Presentation, including questions, comfortably filled time available.	Presentation, including questions, filled time available, though it appeared that the presenters had to adjust their presentation to meet the time limit.	Presenters did not finish their presentation in the allotted time, finished much too early, or seemed to be stalling to fill time.
Presentation Skills — Faced and made eye contact with members of the audience, words and phrases enunciated well, spoke loud enough to be heard, few annoying mannerisms like pacing or verbal tics (“uh”, “um”).	Presenters were very well rehearsed. They had no verbal tics and did not repeat themselves. They made excellent contact with the audience and maintained everyone’s attention.	Presenters were well rehearsed. They had few verbal tics and avoided repeating themselves. They made sufficient contact with the audience to maintain interest.	Presenters did not seem to be well rehearsed. They had verbal tics or repeated themselves frequently. The audience did not seem to be engaged.
Polish and Attitude — Demonstrated a positive attitude and enthusiasm about the presentation, able to handle questions and comments positively	Presenters’ enthusiasm was infectious. They engaged the audience such that the mutual energy in the room was palpable.	Presenters were professional, relaxed, and seemed pleased for the opportunity to explain their work.	Presenters discomfort with presenting was such that it made the audience uncomfortable.
Quiz Grading — Quizzes graded and returned in a timely manner	Quizzes graded and returned to instructor by 10am on the following weekday	Quizzes graded and returned by the subsequent class period	Quizzes graded and returned eventually