Group Classroom Presentation Sample Rubric – Page 1

*Please note that this is a sample of a group presentation scoring rubric for your reference and is not from any Graziadio class. Check with your professor for their scoring rubric specific to your class and assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Content</td>
<td>Presentation content shows a lack of understanding of the topic. There is</td>
<td>Presentation content shows general understanding of the topic. There is</td>
<td>Presentation content shows an adequate understanding of the topic. Some</td>
<td>Presentation content shows a thorough understanding of the topic. Substantive research effort is</td>
</tr>
<tr>
<td>(Group grade)</td>
<td>inadequate evidence of research and insufficient relevant information and</td>
<td>limited evidence of research in locating relevant information and facts</td>
<td>research effort is evident in locating relevant information and facts.</td>
<td>evident in locating relevant information and facts. Content is mostly accurate and easily</td>
</tr>
<tr>
<td></td>
<td>facts. Content is confusing and/or contains frequent inaccuracies. Required</td>
<td>and/or supporting statements made. Content contains some inaccuracies,</td>
<td>Content is mostly accurate and reasonably organized. May contain some</td>
<td>reasonably organized. May contain some inconsistencies in content or some connections made may not</td>
</tr>
<tr>
<td></td>
<td>elements are missing and/or randomly organized. Sources, if included,</td>
<td>inconsistencies, misinterpretations, and/or somewhat unclear. A required</td>
<td>inconsistencies in content or some connections made may not be supported.</td>
<td>be supported. Required elements are included and sources are properly cited (APA 6th ed.).</td>
</tr>
<tr>
<td></td>
<td>generally lack proper citation format (APA 6th ed.).</td>
<td>element may be missing and/or some sources may be improperly cited (APA</td>
<td>Required elements are included and sources are properly cited (APA 6th</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6th ed.)</td>
<td>ed.) for the most part.</td>
<td></td>
</tr>
<tr>
<td>Presentation Design</td>
<td>Slides generally lack visual appeal and are text-heavy with little or no</td>
<td>Slides generally include a mix of white space, visuals, and/or text but</td>
<td>Slides are effectively designed with visual appeal including white space,</td>
<td>Slides are visually well designed, aesthetically pleasing with appropriate use of white space,</td>
</tr>
<tr>
<td>(Group Grade)</td>
<td>visuals and/or exhibit an overuse of color or animations. Media (e.g., images),</td>
<td>not consistently and/or some overuse or inappropriate use of color or</td>
<td>visuals, and minimal text for the most part. Color and animations are</td>
<td>visuals, and minimal text, on each slide. Color and animations are used judiciously. Theme (e.g.,</td>
</tr>
<tr>
<td></td>
<td>if used, are rarely cited on each slide. No theme is evident and the</td>
<td>animations. Theme (e.g., template) is not consistently evident throughout</td>
<td>used appropriately. Theme (e.g., template) is evident in the presentation</td>
<td>template) is evident throughout to produce a highly cohesive presentation. Basically free from</td>
</tr>
<tr>
<td></td>
<td>presentation appears disjointed rather than unified and/or frequent errors</td>
<td>the presentation and/or some errors (grammar, punctuation, spelling,</td>
<td>for the most part to produce a cohesive presentation and/or minor errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(grammar, punctuation, spelling, formatting, etc.) on the slides</td>
<td>formatting, etc.) on the slides.</td>
<td>(grammar, punctuation, spelling, formatting, etc.) on the slides.</td>
<td></td>
</tr>
<tr>
<td>Presentation Oral Delivery</td>
<td>Ineffective in delivering the oral presentation demonstrating below average/poor</td>
<td>Somewhat effective in delivering the oral presentation demonstrating</td>
<td>Effective in delivering the oral presentation demonstrating good</td>
<td>Highly effective in delivering a well-polished oral presentation within the time limit for the group to</td>
</tr>
<tr>
<td>(Group grade)</td>
<td>communication skills. Substantially over/under the time limit to present and</td>
<td>average communication skills. Slightly over/under the time limit. Some</td>
<td>communication skills and generally close to the time limit for the group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or not all members presented. Lack of preparation was evident.</td>
<td>members presented more than others. More preparation was needed.</td>
<td>to present (20 minutes total). All group members presented equally.</td>
<td></td>
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Adapted from Rubric by Denise Kreiger, Instructional Design and Technology Services, SC&I, Rutgers University, 4/2014
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<td><strong>Presentation Notes/Transcript (Group grade)</strong></td>
<td>Presentation lacks “Notes” on slides (or in a separate document) to explain each slide and/or, if included, the notes repeat the text provided on the slide. Writing demonstrates a below average/poor writing style with frequent errors in spelling, grammar, punctuation, and/or usage.</td>
<td>Minimal “Notes” are included in the presentation slides (or in a separate document) and/or are sporadically provided. Writing demonstrates an average writing style with some errors in spelling, grammar, punctuation, and/or usage.</td>
<td>“Notes” are included in the presentation (or in a separate document) for the most part to explain slides as a written transcript. Writing demonstrates an above average writing style with little grammar, punctuation, spelling, and/or usage errors.</td>
<td>“Notes” are included in the presentation (or in a separate document) to fully explain each slide as a written transcript. Writing demonstrates a strong writing style basically free from grammar, punctuation, spelling, or usage errors.</td>
</tr>
<tr>
<td><strong>Contribution to Group (Individual grade)</strong></td>
<td>Based on students’ journal reflections or feedback evaluation forms, group member rarely participated or contributed to the project towards achieving the goals and meeting the deadline. Did not share workload fairly and/or was a disruptive influence.</td>
<td>Based on students’ journal reflections or feedback evaluation forms, group member participated in the project but emphasis was in completing own work. Allowed others to assume leadership and/or may have not shared workload fairly towards achieving the project goals and meeting the deadline.</td>
<td>Based on students’ journal reflections or feedback evaluation forms, group member participated in the project and shared the workload. Contributed to the development of the presentation. Worked towards achieving the project goals and meeting the deadline.</td>
<td>Based on students’ journal reflections or feedback evaluation forms, group member participated fully in the project and shared the workload fairly. Contributed to the development of the presentation and assisted in editing others’ work to produce a polished presentation. Coordinated group’s efforts and/or demonstrated leadership to facilitate and achieve the project goals and meet deadline.</td>
</tr>
<tr>
<td><strong>Timeliness and Length of Presentation (Group grade)</strong></td>
<td>Collaborative presentation is completed 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length.</td>
<td>Collaborative presentation is completed 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.</td>
<td>Collaborative presentation is completed within 1 day (24 hours) after the deadline and meets the required length (10-15 slides).</td>
<td>Collaborative presentation is completed by the deadline and meets the required length (10-15 slides).</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** is the sum of 6 Criteria.