

Rubric for SRCUS 3rd Year Whitepaper Presentations

NONVERBALSKILLS	4	3	2	1
EYE CONTACT	Holds attention of entire audience with the use of eye contact, seldom looks at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid & help the audience visualize.	Made movements or gestures that enhance articulation.	Little movement or descriptive gestures OR some awkward gestures that distract audience.	No movement or descriptive gestures OR many awkward gestures that distract audience.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension & nervousness is obvious; has trouble recovering from mistakes.

VERBAL SKILLS	4	3	2	1
ENTHUSIASM	Demonstrates a strong, positive feeling about topic. Speaks with fluctuation in volume & inflection to maintain audience interest & emphasize key points.	Occasionally shows positive feelings about topic. Speaks with satisfactory variation of volume & inflection.	Shows some negativity toward topic presented. Speaks in uneven volume with little or no inflection.	Shows absolutely no interest in topic presented. Speaks in low volume or monotonous tone, which causes audience to disengage.
ELOCUTION	Student uses a clear voice & correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student incorrectly pronounces terms. Audience members have difficulty hearing & understanding presentation.	Student mumbles & incorrectly pronounces terms. Audience members are unable to hear or understand the presentation.

CONTENT	4	3	2	1
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all audience questions with explanations & elaboration.	Student is at ease with expected answers to all questions, with little elaboration.	Student is uncomfortable with information & is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
CONTENT	Provides clear purpose & subject; pertinent examples, facts, &/or statistics; supports conclusions/ideas with evidence.	Has somewhat clear purpose & subject; some examples, facts, &/or statistics that support the subject and conclusions.	Attempts to define purpose & subject but examples, facts, &/or statistics provided are weak and don't adequately support the subject.	Does not clearly define subject & purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions.
AUDIENCE AWARENESS	Significantly increases audience understanding & knowledge of topic. Convinces audience to recognize the validity & importance of the subject.	Raises audience understanding & awareness of most points.	Raises audience understanding & awareness of some points.	Fails to raise audience understanding & knowledge of the topic.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings &/or grammatical errors.	Presentation has three misspellings &/or grammatical errors.	Student's presentation has four or more spelling &/or grammatical errors.

LENGTH OF PRESENTATION ___ Within 5 minutes of allotted time +/- ___ Within 9 minutes of allotted time +/- ___ Too long or too short; +/- than 10 minutes