Kingdom of Saudi Arabia
Imam Mohammad Ibn Saud Islamic University
College of Science
Central Unit for Development and Quality

المملكة العربية السعودية
جامعة الإمام محمد بن سعود الإسلامية
كلية العـوم
الوحدة المركزية للتطويروالجودة

RESEARCH/GRADUATION PROJECT
ORAL PRESENTATION RUBRIC[1]

Department: _____   Program: _____

Course code and title: _____

Student Name: _____   Student ID: _____

Title of the research project_____

Evaluator name: _____   Date: _____   Trimester: _____   Year: _____

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
A. Content					x	
B. Structure:					x	
C. Completeness					x	
D. Language skills:					x	
E. Documentation:					x	
F. Speaking Style/ Delivery:					x	
G. Interaction:					x	

Total: [____]

Signature:_____

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[1] To be filled by each evaluator.

Note:

- if there is no weight, then please delete the weight column
- This rubric is an illustration, the department can modify the level narrations, but in the spirit of this rubric

RESEARCH PROJECT
ORAL PRESENTATION RUBRIC (SAMPLE)

Criteria	Levels				weight	score
	1 Beginning	2 Developing	3 Proficient	4 Mastery		
A. Content Relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors	Topic would benefit from more focus; presentation contains some fact errors or omissions	Topic is adequately focused and relevant; major facts are accurate and generally complete	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors	x	
B. Structure: Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise	x	
C. Completeness Level of detail, depth, appropriate length, adequate background of information	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long	Additional depth needed in places; important information omitted or not fully developed; presentation is too short or too long	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length	Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length	x	
D. Language skills: Correct grammar and usage that is appropriate for audience	Presentation contains several major grammar/usage errors; sentences are long, incomplete or contain excessive jargon	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow	Presentation has no serious grammar errors; sentences are mostly jargon free, complete and understandable	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand	x	
E. Documentation: Proper support (bibliography)and sourcing for major ideas, inclusion of visual aids that support message	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or No sourcing provided	Some message support provided by facts and visual aids; sourcing may be outdated or thin, visual aids need work	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas	x	
F. Speaking Style/ Delivery:	Low volume or energy; pace too slow or fast; poor diction; distracting	More volume/energy needed at times; pace too slow or fast; some	Adequate volume and energy; generally good pace and diction; few	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional	x	

Adequate volume, appropriate pace, diction, personal appearance enthusiasm/energy, posture, effective use of visual aids	gestures or posture; unprofessional appearance; visual aids poorly used	distracting gestures or posture; adequate appearance; visual aids could be improved	or no distracting gestures; professional appearance; visual aids used adequately	appearance; visual aids used effectively		
G. Interaction: Adequate eye contact with audience, ability to listen and/or answer questions.	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy	x	

Total:

Signature

<u>Note:</u>

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 <u>More Rubric Sources (benchmarking):</u>
- Winona State University
- University of Central Florida and links therein