

Oral Presentation Rubric | College of Engineering: CBE Department | Colorado State University
CBE 451 & CBE 452 Senior Process Design I & II

Student:

Team:

Total Score:

Progress (#) or Final Presentation:

Date:

Notes:

Criteria	Beginning 0% - 25%	Developing 26% – 50%	Proficient 51% – 75%	Mastery 76% - 100%
<p>A. Content</p> <p>Accuracy of research facts and overall treatment of topic</p>	<p>Topic lacks relevance or focus; presentation contains multiple fact errors</p>	<p>Topic would benefit from more focus; presentation contains some fact errors or omissions</p>	<p>Topic is adequately focused and relevant; major facts are accurate and generally complete</p>	<p>Topic is tightly focused and relevant; presentation contains accurate information with no fact errors</p>
<p>B. Organization/ Clarity</p> <p>Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points</p>	<p>Ideas are not presented in proper order; transitions are lacking between major ideas; several parts of presentation are wordy or unclear</p>	<p>Some ideas are not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear</p>	<p>Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable</p>	<p>Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise</p>
<p>C. Completeness</p> <p>Level of detail, appropriate length, adequate background of information</p>	<p>Presentation does not provide adequate depth; key details are omitted or underdeveloped; presentation is too short or too long</p>	<p>Additional depth needed in places; important information omitted or not fully developed; presentation is too short or too long</p>	<p>Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length</p>	<p>Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length</p>

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<p>D. Grammar/ Mechanics</p> <p>Correct grammar and usage that is appropriate for audience(s)</p>	<p>Presentation contains several major grammar/usage errors; sentences are long incomplete, or contain excessive jargon</p>	<p>Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow</p>	<p>Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable</p>	<p>Presentation contains no grammar errors; sentences are free of jargon; complete and easy to understand</p>
<p>E. Documentation</p> <p>Proper support and sourcing for major ideas, inclusion of visual aids that support message</p>	<p>Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided</p>	<p>Some message support provided by facts and visual aids; sourcing may be outdated or thin; visual aids need work</p>	<p>Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current</p>	<p>Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas</p>
<p>F. Delivery</p> <p>Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, posture, effective use of visual aids</p>	<p>Low volume or energy, pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used.</p>	<p>More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved</p>	<p>Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately</p>	<p>Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively</p>
<p>G. Interactions</p> <p>Adequate eye contact with audience, ability to listen and/or answer questions</p>	<p>Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions</p>	<p>Additional eye contact needed at times, better listening skills needed; some difficulty answering audience questions</p>	<p>Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions</p>	<p>Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy</p>