

PSYCHOLOGY – PRESENTATION RUBRIC FOR PROVIDING FEEDBACK

	DOES NOT MEET	UNDER DEVELOPED	INTERMEDIATE	ACCOMPLISHED	EXEMPLARY
IDEAS: Content accurate and relevant	Frequent inaccuracies and/or irrelevant content. Did not appear to read assignment description.	Mix of accurate and inaccurate content, but generally relevant to assignment.	Content relevant and mostly accurate. Does not clearly demonstrate understanding of more nuanced ideas.	Ideas and content relevant to goal of assignment. Contains no inaccurate content.	Ideas are well supported with relevant information and detail. Communicates nuanced understanding of multiple perspectives.
IDEAS: Integration of sources and evidence	No supporting evidence	Includes evidence but does not integrate with ideas presented.	Includes minimal evidence and connects broadly with ideas in presentation.	Uses multiple sources. Evidence supports main ideas.	Clearly integrates ideas with evidence in the presentation. Provides a range of perspectives and resources.
IDEAS: Reasoning and logic building	So unfocused and tangential that presentation is almost incomprehensible.	Presentation unclear. Presents ideas vaguely without making connections.	Overviewed key ideas. Some mixing of logic/sequencing devices (e.g., inductive vs. deductive arguments).	Premises laid out clearly overall. May struggle to build complex or sophisticated logic streams.	Ideas are clearly stated, supported with appropriate detail, and lead audience to understanding.
ORGANIZATION: Transitions and flow	Lacks any connection between ideas and slides. No transitional devices.	Elements of presentation seem to jump around with no connection or explanation.	Generally flows and provides obvious transitions within and between slides.	Establishes connections between slide content and sections using transitional devices.	Includes within and between-slide/section transitions that are seamless and almost go unnoticed.
ORGANIZATION: Targets audience	Inappropriate for audience specified in assignment.	Qualifies as academic presentation with little attention to needs of audience.	Tone/voice consistent with assignment goals.	Clear to audience member to whom presentation is intended. Meets all major goals of assignment.	Holds audience members' attention on multiple levels and approaches professional quality.
PRESENTATION CONVENTIONS/ Mechanics: Eye contact	No eye contact. Read entirely from notes.	Very little eye contact. Read from notes.	Shifted between reading notes or slides and making periodic eye contact.	Consistent eye contact with several audience members.	Excellent eye contact that seamlessly shifts among audience members.
PRESENTATION CONVENTIONS/ Mechanics: Verbal skills	Too soft-spoken to hear. Rambling and unfocused.	Soft-spoken, but speaks clearly enough to hear.	Can be heard and understood without strain. Periodic use of disfluencies ("um").	Good tone and volume. Focused delivery. Very few disfluencies.	Excellent tone and volume. Held audience attention with verbal skills.
PRESENTATION CONVENTIONS/ Mechanics: Visual aids	No visual aids.	Font too small or too much information on visual aid. Not spell-checked.	Visual aids moderately overcrowded, but content good. No errors in visual aid.	Very little overcrowding on visual aid. No errors..	Clear visual aids without too much information on each. Visually appealing and supplemented delivery.