

Colloquium Oral Presentation Rubric

Name _____

Criteria	Sophisticated (5)	Good (4)	Adequate (3)	Not yet competent (2)	Unacceptable (1)
Style (enunciation and clarity of presentation)	Level of presentation is appropriate for the audience. Paced for audience understanding. Enunciation is well defined. Speaker can be heard by all and is clearly comfortable in front of the audience.	Level of presentation is generally appropriate. Pacing is only occasionally too fast or too slow. Enunciation is good. Speaker sometimes can't be heard and seems slightly uncomfortable at times.	Level of presentation is moderately appropriate. Pacing is sometimes too fast or slow. Enunciation is only adequate. Presenter has difficulty being heard and seems uncomfortable frequently.	Aspects of the presentation are too elementary or too sophisticated for audience. Pacing is erratic or stilted. Enunciation is poor. Presenter seems uncomfortable all the time and can be heard only if listener is very attentive.	The whole presentation is too elementary. Pacing is terrible and enunciation is poor. Presenter cannot be heard at all or cannot finish the presentation.
Responsiveness to Audience	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience.	Generally able to restate and respond to questions. May not be able to summarize or clarify questions all the time. Body language generally indicates comfort responding to the audience.	Moderately responsive to audience comments, questions, and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Responds to questions inadequately. Body language reveals a reluctance to interact with audience.	Does not respond to questions.
Organization of Presentation	Presentation is clear, logical, and organized. Listener can follow line of reasoning. Transitions flow smoothly from one topic to the next.	Presentation is generally clear and well organized. A few minor points may be confusing. Transitions are not as smooth, but work.	Organization is adequate. Listener has difficulty understanding some points. Transitions are brief, but present.	Listener can follow presentation only with effort. Most arguments are not clear. Organization seems haphazard. Transitions are missing.	No organization to presentation. Arguments are not logical or sequential.
	Sophisticated (10-9)	Good (8-7)	Adequate (6-5)	Not yet competent (4-3)	Unacceptable (2-1)
Use of communication aids (e.g. PowerPoint, etc.)	Communication aids enhance and extend the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Main points stand out. Clear, accurate, well labeled, appropriately sized graphs and tables.	Communication aids contribute to the presentation. Font size is appropriate for most of the audience. Appropriate information is included. Some material is not supported. In general the graphs and tables are well done but there are some exceptions.	Communication aids neither aid the presentation nor hurt the presentation. Font size is appropriate for those in the front half of the room. Some appropriate information excluded. Some material not mentioned. Graphs and tables may be inappropriately sized or not clear, but still accurate and well labeled.	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included or not enough. Unimportant information highlighted. Some graphs and tables inaccurate and/or mislabeled.	No communication aids or totally inappropriate ones. Missing graphs and tables.

Criteria	Sophisticated (5)	Good (4)	Adequate (3)	Not yet competent (2)	Unacceptable (1)
Introduction	Introduction includes the title, the presenter's name, and an overview of all main segments of the presentation	Includes the title, the presenter's name, and a very brief overview of the segments.	Includes the title, the presenter's name, and only a listing of the segments.	Some aspect of the title, presenter, or the overview is missing.	Limited or no introduction.
Content	Sophisticated (20-18)	Good (17-14)	Adequate (13-10)	Not yet competent (9-6)	Unacceptable (5-0)
Overview and purpose	Even, balanced information, clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. Listener gains insights.	Information provides some support for thesis/purpose and displays evidence of basic analysis of a sufficiently limited topic. Listener gains some insights.	Information supports thesis at times. Analysis is basic or general. Listener gains few insights	Paper does not successfully identify thesis. Analysis is vague or not evident. Listener is confused or may be misinformed.	Both overview and purpose missing
Findings or Results	Accurate and clear presentation of the results, covering the breadth of the inquiry/research.	Accurate and moderately clear presentation of the results, covering most of the inquiry/research	Most of the results are accurate, but listener can identify slight inaccuracies, presentation is not always clear, breadth of results covered is limited.	Listener unable to determine whether results are accurate or not. Extremely limited results presented, resulting in confusion by presented and/or listener.	No results presented.
Discussion of findings	Accurate and insightful recommendations for Sport Administrators. Information is relevant and builds on the aspects already presented.	Recommendations are predominantly accurate, somewhat insightful, mostly relevant and build on aspects presented.	Recommendations are predominantly accurate, mostly relevant, and to some extent build on aspects presented.	Recommendations incomplete and inaccurate for a majority of the information, but listeners can gain some insight.	Little or no recommendations for future Sport Administrators.
Criteria	Sophisticated (10-9)	Good (8-7)	Adequate (6-5)	Not yet competent (4-3)	Unacceptable (2-1)
Conclusion	Includes a brief restatement and synthesis of all the information. Thanks the audience and asks for questions.	Includes a brief restatement of the information but does not synthesize the information well. Asks for audience questions.	Restates the information but does not synthesize the information. Asks for audience questions.	Does not restate the information well and/or forgets to ask for audience questions.	Extremely limited or no conclusion.