

Student: \_\_\_\_\_

## Research Project Presentation/Slide Show Rubric

Class Period: \_\_\_\_\_

Category	Exceeds Expectation - A	Meets Standards - B	Nearly Meets Standards - C	Does Not Meet Standard - D
<b>Background</b>	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1 - 2 slides.	Presentation is rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Content - Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one error.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.
<b>Text-Font Choice &amp; Sequencing</b>	Font formats (e.g., color, bold italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement readability and content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
<b>Mechanics</b>	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has more than three misspellings and/or grammatical errors.	Presentation has four or more spelling errors and/or grammatical errors.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation. Graphics explain and reinforce screen text and presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive, superfluous or no graphics at all.
<b>Subject Knowledge</b>	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease with expected answer to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
<b>Eye Contact</b>	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
<b>Elocution</b>	Student uses a clear voice and 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's voice is low. Student incorrectly pronounces terms. Audience	Numerous and distracting errors in sentence structure and word usage.