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| **Culminating Project Scoring Guide** | | | |
| **Criteria** | **Content** | **Comments** | **Points** |
| **Introduction** | Engages audience with attention-getter (e.g., asks a question, presents surprising fact, tells a story, makes connection)  Establishes credibility  Establishes need/rationale for the project  Introduces and provides a succinct overview of the project and previews the presentation’s thesis/main points |  | \_\_\_\_/ 5 |
| **Body: Organization of Main and Supporting Points** | Main points are re-identified as they are introduced in the body  Main points and supporting points are ordered logically and coherently  Transitions are used to move between main points and supporting points |  | \_\_\_\_/10 |
| **Body: Knowledge/ Content Presented** | Demonstrates thorough knowledge of the literature or research related to project  Appropriate background information is provided as context  Provides description of research questions/hypotheses as appropriate  Describes project process/methods as appropriate  Information presented is relevant  Includes critical assignment elements  Evidence supports assertions  Support materials are timely, appropriate, and credible  Support materials are cited appropriately (if applicable)  Appropriately describes, interprets, and analyzes results/findings and explains their significance |  | \_\_\_\_/35 |
| **Presentation Aids** | Enhance audience understanding and/or appreciation  Images/graphics/text can be quickly interpreted  Legible, audible, and accessible (appropriate volume, text size, font, typeface, colors; audio is captioned)  Images/graphics are of good quality and appropriately cropped/placed  Correct, free of errors  Style is consistent throughout entire presentation  Aids are seamlessly integrated into presentation  Aids complement material, not replace or distract |  | \_\_\_\_/10 |
| **Style: Language** | Language  Has appropriate level of formality  Is accessible and comprehensible to the target audience (terminology, jargon, acronyms, slang)  Is concise and precise  Is accurate  Is vivid, memorable, and compelling |  | \_\_\_\_/10 |
| **Conclusion** | Transitions clearly from body to conclusion  Summarizes main points/thesis  Reiterates significance, key takeaways, next steps, and/or recommendations as appropriate  Includes intentional, deliberate closing statement that provides sense of finality |  | \_\_\_\_/ 5 |
| **Overall Content Rating** | | \_\_\_\_\_\_\_/75 | |
| **Criteria** | **Delivery** | **Comments** | **Points** |
| **Paralanguage** | Clear pronunciation and articulation\*  Appropriate pace/rate (not rushed or drawn out)  Avoids fillers such as “um,” “like,” “you know”  Strong conversational quality (e.g., minimal reading, varies pitch\*, rate, volume\*, and intensity)  \*Does not apply to ASL presenters |  | \_\_\_\_/ 5 |
| **Gestures and Movement** | Consistently uses eye contact and varies gaze among audience members  Natural and expressive gestures and facial expressions  Stands and moves deliberately, avoids rocking and swaying  Avoids fidgeting  Inconspicuous use of notes  Interacts with, but does not read from, presentation aids |  | \_\_\_\_/ 5 |
| **Polish/**  **Professionalism** | Presenter is prepared and appears practiced  Appearance is appropriate for the occasion and audience  Presenter demonstrates confidence and enthusiasm |  | \_\_\_\_/ 5 |
| **Overall Delivery Rating** | | \_\_\_\_\_\_\_/15 | |
| **Criteria** | **Time Management** | **Comments** | **Points** |
| **Time Management** | Delivers presentation within determined time limit  Spends appropriate of amount time on introduction, body, and conclusion |  | \_\_\_\_/ 5 |
| **Overall Time Management Rating** | | \_\_\_\_\_\_\_/ 5 | |
| **Criteria** | **Question and Answer/Discussion Facilitation** | **Comments** | **Points** |
| **Q&A** | Questions are restated or paraphrased in the responses  Demonstrates knowledge by answering questions with explanations and elaboration  Uses specific evidence or research from project and experiences to answer questions  Maintains composure when responding to challenging questions  Responds honestly, admits limits to knowledge and scope of project  Responds to all parts of questions  Responds with language appropriate for the audience. Defines terms that might be unfamiliar  Responds concisely  Responds with polish, confidence, and enthusiasm |  | \_\_\_\_/ 5 |
| **Overall Question and Answer/Discussion Facilitation Rating** | | \_\_\_\_\_\_\_/ 5 | |
| **Overall Content Rating** | | \_\_\_\_\_\_\_/75 | |
| **Overall Delivery Rating** | | \_\_\_\_\_\_\_/15 | |
| **Overall Time Management Rating** | | \_\_\_\_\_\_\_/ 5 | |
| **Overall Total Rating** | | \_\_\_\_\_\_\_/100 | |



**Culminating Project Scoring Rubric**

# Framing Language

This rubric is intended to guide faculty in scoring the presentation component of a capstone-type project or another research-based culminating assignment, thus the focus of the criteria are based on presentation skills. It is assumed that other elements of the project (e.g., paper or portfolio) are scored separately. It is recommended that the rubric be shared with students prior to the presentation and can be a helpful teaching tool.

# Scoring Guidelines

When calculating student scores, suggestions for the weight or point distribution is provided as a guideline, however, faculty are encouraged to revise criteria and the associated point distribution as they see fit.

The rubric authors recommend that faculty consider the following when scoring a student using ASL

* When a speaker presents in ASL with an interpreter, provide additional time for the speaker to present their ideas.
* ASL presenters should be encouraged to practice with an interpreter ahead of the presentation. At a minimum, a presentation outline should be provided for the interpreter(s) in advance of the presentation.
* When evaluating a presenter using ASL, focus evaluation on the presenter, not the interpreter.

