|  |
| --- |
| **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.

