

# Group presentation rubric

## WHAT IS THIS RESOURCE?

This is a grading rubric an instructor uses to assess students’ work on this type of assignment. It is a sample rubric that needs to be edited to reflect the specifics of a particular assignment. Students can self-assess using the rubric as a checklist before submitting their assignment. This sample rubric can also be found under the Turnitin tool in Blackboard to facilitate online grading.

## HOW DO I USE IT?

Edit the assignment requirements column, performance level descriptions in each box, and point values to align with a particular course assignment. Distribute the rubric to students when first introducing the assignment. Use the rubric to grade student work. To use the rubric in Blackboard, contact [USC Blackboard support](mailto:blackboard@usc.edu) and [CET](http://cet.usc.edu/) for assistance. Also see the CET resource Tips for Designing Rubrics.

Table Group presentation rubric

| Criteria | Excellent | Meets expectations | Approaches expectations | Needs improvement |
| --- | --- | --- | --- | --- |
| Teamwork | The group worked very well with each other, and the presentation was shared equally among the group members. | The group worked well with each other and communicated well. Some members participated slightly more than others. | Group communicated relatively well with a few lapses in the presentation; some students dominated the presentation and others did not participate much. | Group did not work well together. There were obvious miscommunications and lapses in the presentation. |
| Focus | The thesis is very clearly stated; the topic is narrowed sufficiently; the specific audience has clearly been taken into account when delivering the speech. | The thesis is clear or clearly implicit; it is implied that the specific audience has been considered when delivering the speech. | The thesis is unclear; the topic is only partially limited; the specific audience has been partially considered when delivering the speech. | The topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific audience has not been considered. |
| Organization | The speech has a clear introduction that catches the audience’s attention effectively and is connected to the whole; effective transitions recap each main point; the conclusion effectively summarizes the speech and is related to the whole. | The introduction and conclusion are clear and somewhat related to the whole; some transitions are used. | The introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used. | No attempt has been made to compose an effective introduction or conclusion; there is no logical plan to the speech. |
| Development | All main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points all relate to each other. | Most main points begin with a clear topic sentence; Most main and supporting points include specific evidence/examples; most main and supporting points relate to each other. | Some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other. | Main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other. |
| Style | Language is memorable; language is well-chosen; tone is appropriate. Visuals and/or interactions with audience are clear, engaging, and fully support the presentation. | Most language is somewhat memorable; language usage is correct; tone is usually appropriate. Visuals and/or interactions with audience are mostly clear, engaging, and support the presentation. | Language is not memorable; language usage is at times inaccurate; tone is at times inappropriate. Visuals and/or interactions with audience are somewhat clear, engaging, and support the presentation. | Language is not memorable or is confusing; language usage is often inaccurate; tone is inappropriate or distracting. Visuals and/or interactions with audience are not clear, engaging, or supporting of the presentation. |
| Delivery | Eye contact is effectively established with the audience; gestures and verbal cues are used to reinforce particularly important ideas; no excessive use of vocalized pauses (e.g., “ah”, “um”); student is very articulate. Adheres to time limit/ requirement. | Eye contact with the audience is somewhat established; gestures and verbal cues are sometimes used to reinforce particularly important ideas; several vocalized pauses are used; student is somewhat articulate. Adheres to time limit/requirement. | Eye contact with the audience is hardly established; gestures and verbal cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate. | No eye contact is made with the audience; gestures and verbal cues are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message. |
| References | Outside sources are incorporated logically, insightfully, and elegantly; sources are documented accurately. | Source material is incorporated logically and adequately; sources are documented accurately for the most part. | Source material is incorporated but sometimes inappropriately or unclearly; sources are only occasionally documented accurately. | Source material is never incorporated or incorporated inappropriately or unclearly; documentation is inaccurate. |