

# 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 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. |