Psycholinguistic Research Presentation Rubric Group Members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | Content | Delivery and Organization | Group Collaboration | Presentation Style |
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| 5 Exceeds Expectations | * Research question is clearly stated. * Position is clearly stated. * All key terms are clearly defined and integrated in to the presentation. * Compelling evidence from a variety of credible sources (at least 4) is provided. | * No evident spelling, grammatical, or punctuation errors. * Intelligent use of vocabulary and word choice * Information is well organized and easy to follow. * Presentation media are used expertly to illustrate content. * Presentation is engaging and maintains audience attention throughout. | * Group members demonstrate they are part of a well-coordinated team with all members contributing in significant ways. * Presentation appears well rehearsed and planned. * Every member knows their role well and is committed to the group’s success. | * All presenters speak clearly and with appropriate volume. * Engaging vocal inflection is used. * Eye contact is consistently maintained with the audience. |
| 4-3 Meets expectations | * Research question is stated. * Position is stated. * Key terms are defined. * Evidence from a variety of credible sources (at least 4) is provided. | * Few spelling, grammatical, or punctuation errors. * Adequate use of vocabulary and word choice. * Information is organized and easy to follow. * Presentation media are used effectively to illustrate content. * Presentation is mostly engaging and interesting for audience. | * Group members demonstrate they are part of a coordinated team with all members contributing. * Presentation appears rehearsed or planned. * Every member knows their role, but there may be uneven contribution or an obvious leader. | * Presenters mostly speak clearly and with appropriate volume. * Engaging vocal inflection is mostly used. * Eye contact is mostly consistently maintained with the audience. |
| 2-1 Approaching expectations | * Research question is not stated or is unclear. * Position is not stated or is unclear. * Key terms are not defined or are unclear. * Sources are missing (fewer than 4) or are not credible. | * Many spelling, grammatical, or punctuation errors. * Poor or inappropriate use of vocabulary and word choice * Information is poorly organized and difficult to follow. * Presentation media sometimes interfere with the content. * Presentation is minimally engaging. | * Group members some coordination, but contribution and participation are uneven. * Presentation appears unplanned or unrehearsed. * Some member are unclear about their roles, and there is uneven contribution. | * Presenters are difficult to hear or understand at times. * Presenters drone on in a monotone voice. * Eye contact is not consistently maintained with the audience. |
| 0 Absent/Unacceptable | * Many elements are missing. * Little or no effort is made to develop the content of the presentation. | * Spelling, grammatical, or punctuation errors interfere with meaning of the presentation. * Little or no effort is made to successfully deliver the content. | * Group members appear uncooperative or uncoordinated. * It is clear that some group members are not participating, or one group member has taken control of the group. | * Presenters make little to no effort to be heard or directly address the audience. |

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Total \_\_\_\_\_/50 Grade \_\_\_\_\_