

Core Assignment for Assessment - Group Presentation Rubric – Learning Frameworks 1300 – 2E & 3E

		Presentation Marking Rubric (Group)				
		4	3	2	1	Mark
Visual Appeal	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging.	There are some errors in spelling, grammar and punctuation. Too much information on two or more slides. Significant visual appeal.	There are many errors in spelling, grammar and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on.	There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.		
Comprehension	Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.	Most showed a good understanding of topic. All members able to answer most of audience questions.	Few members showed good understanding of some parts of topic. Only some members accurately answered questions.	Presenters didn't understand topic. Majority of questions answered by only one member or majority of information incorrect.		
Presentation Skills	Regular/constant eye contact, the audience was engaged, and presenters held the audience's attention. Appropriate speaking volume & body language.	Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume. Some fidgeting by member(s).	Members focused on only part of audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience. Body language was distracting.	Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.		
Content	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic . Most important information covered; little irrelevant info.	The presentation was informative but several elements went unanswered. Much of the information irrelevant; coverage of some of major points.	The presentation was a brief look at the topic but many questions were left unanswered. Majority of information irrelevant and significant points left out.		
Preparedness/ Participation/ Group Dynamics	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.	Total	/20

Comments: _____

SACs Artifacts for Learning Frameworks 1100 & 1300 - General Education Studies - LSCPA

Assignment Measuring

- **PSLO 1: Critical Thinking** - Student will use creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- **PSLO 2: Communication Skills** - Student will demonstrate effective development, interpretation and expression of ideas through written communication.
- **PSLO 4: Teamwork Skills** - Students will show the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **PSLO 5: Social Responsibility** - Student will express inter-cultural competence, and the ability to engage effectively in different communities.

Chapter Group Presentation

Students will create a PowerPoint Presentation based upon their reading of the assigned chapters. All presentations must reflect the group's effort in relation to pertinent information deduced from reading the chapter. A rubric has been provided in order to make sure you remain within the guidelines for the assignment

Students may research any additional information in groups of three using their books, printed articles, and/or electronic devices. As a group they produce an outline and work in collaboration in order to present. They evaluate each team member's contribution including themselves using the provided rubric.

Each student shall contribute equally and the student will:

1. analyze the information and relate it to current information.
2. demonstrate effective development, interpretation, and expression through verbal communication.
3. complete teamwork rubric based on group task roles, participation, and overall experience working as a group.
4. provide insight and comparison between the information gathered from reading the chapter and information they researched as it relates to the chapter topic.

Rubric

Critical Thinking and Teamwork

PSLO 1 and 4

1. Teamwork (see separate rubric) 0-20 points	
2. Critical Thinking: <ul style="list-style-type: none">• Creatively identifies problem,• differentiates facts from opinions,• constructs possible solutions,• uses sound reasoning to justify conclusion. 0-40 points	
3. Uses correct spelling and grammar; cites work correctly. 0-20 points	
4. Follows instructions, respects deadlines. 0-20 points	
Total	

Critical Thinking []

Teamwork []