

Updated May 18, 2013.

Chemistry Class Presentation Rubric

This rubric or a version of this rubric will be used for evaluating all student presentations.

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only basic questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Checks for Understanding	Student does not ask the audience any questions during the lesson.	Student asks only one or two people during the lesson.	Student asks at least 4-5 different students engaging questions throughout the lesson.	Student asks 6-8 students engaging questions and adapts their lesson based on their audience's level of	

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				understanding.	
Student Engagement	Students are sleeping or have their heads down.	Students zone out frequently or are having side conversations.	90% of students are paying attention and are taking note and answering questions.	All students are paying attention, taking notes, and answering/asking questions.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Elocution (way of speaking)	Student mumbles, incorrect pronounces terms, and speaks too quietly for students to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing the presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	