



**Rubric for The Evaluation of Powerpoint Presentations for The Graduation Project**

Standard	Performance Indicator	5	3	1	
Style of Student presentation	Presentation is done with confidence, in an interesting, beautiful and attractive style.	Student presents confidently with an attractive style	Presents confidently, but in a traditional style	Presents hesitantly in a boring style	
	Use of body language during the presentation	Active standing and walking	Student uses body language in an excellent way	Uses body language in a reasonable way	Body language not used
		Hand movements are appropriate and effective	Appropriate, coordinated, and in the right place.	There are some mistakes.	Inappropriate, not coordinated, and in the wrong place..
		Facial expressions are appropriate and effective	Appropriate, coordinated, and in the right place.	There are some mistakes.	Inappropriate, not coordinated, and in the wrong place..
		Eye contact is well distributed. (Ability to make effective visual communication)	Effective visual communication	Good visual communication	Fails to perform visual communication
		Presentation given in a clear, audible voice, effectively employing the tone and expressions of the voice.	Audible, clear voice, and distinctive employment of the tone of the voice.	Clear voice, but sometimes inaudible, with one tone.	Inaudible, unclear voice, and fails to employ the tone of voice..
		Language is sound, clear and free from mistakes.	The student's language is sound, clear and free from mistakes.	The language is clear, but contains some mistakes.	The language is not clear, and full of mistakes.
The pauses between words and sentences are correct.	Correct pauses	There are some mistakes in the pauses.	Fails to make correct pauses		
Presentation	The topic is Introduced adequately.	The student paves the way for the presentation in an excellent way	The student paves the way for the presentation in an acceptable way	The student does not make an introduction to the topic	
	The presentation (slides) contains important details of the research	The presentation includes comprehensive and interrelated details of the research and slides.	The presentation is missing some minor details	The presentation is incomplete and incoherent	
	Attractive in terms of design and innovation in presentation	The presentation is attractive and original	The presentation is attractive but traditional	The presentation is not attractive nor original.	
	The slides are clear and can be easily read.	The slides are clear, and can be easily read.	Some slides are not clear	The slides are not clear, and difficult to read.	
	The presentation contains supportive tools (graphs, images, illustrations, tables and videos	The presentation is supported with graphs, images, illustrations, tables and videos.	The presentation is supported with some of the mentioned tools .	The presentation is not supported with any of the tools.	
	Use citations frequently and appropriately.	Citations are used frequently and in the appropriate place.	Citations are sometimes used and may be wrong in the place.	Never uses citations	
	The speed of the student in performing the presentation is appropriate.	The student performs the presentation at an extremely appropriate speed.	The student performs the presentation at an acceptable speed.	The student performs the presentation too slowly ,or too fast.	

	Avoiding reading when presenting.	The student performs the presentation without reading	The student performs parts of the presentation by reading.	The student performs the entire presentation by reading.
	The conclusion of the presentation is strong, clear and impactful	Strong, clear and impactful conclusion.	Traditional conclusion	There is no conclusion
Discussion	The student's ability to discuss and express an opinion that reflects her understanding of the scientific material	Scientific ability to discuss and answer inquiries and questions in a way that reflects a good understanding of the scientific material.	Ability to discuss, but not capable of giving a correct scientific answer to some questions.	Inability to answer or discuss, or give a correct scientific answer.
	Acceptance of criticism.	Accepts criticism	Partially accepts criticism	Never accepts criticism
	Management of problems, interruptions and inconveniences.	Distinguished management and immediate treatment of problems without affecting the student's performance	The problem is solved in a way that confuses the student, which affects her general performance	Fails to manage or solve problems, interruptions and inconveniences
Organization	The presentation of ideas in a coordinated and interconnected style	The student presents coordinated and related ideas. .	The student presents uncoordinated, <u>or</u> unrelated ideas.	The student presents uncoordinated, and unrelated ideas.
Discipline	Commitment to the topic of research and not deviating from it	The student is committed to the research topic .	The student is sometimes out of the research topic.	The student is not committed to the research topic at all .
Time Management	Appropriate distribution of time between the elements of the presentation.	The student considers appropriate distribution of time between the elements of the presentation .	The student sometimes does not consider the appropriate distribution of time.	The student does not consider the appropriate distribution of time at all.
	Adherence to the time allotted for the presentation.	The student adheres to the time allotted for the presentation	The student takes some extra time for the presentation.	The student is not committed to the allotted time at all.
General Appearance	General appearance is decent and appropriate	Decent and appropriate	Decent but inappropriate	Not decent nor appropriate
Total		The total is divided by 25 and multiplied by 2 to get the grade out of 10 for each evaluator		