

EXAMPLE RUBRIC: PUT THE SLIDES TO ONE SIDE

This is an example rubric, so of course feel free to modify it for your class. We find that asking a student to reflect on how they have addressed each of the rubric criteria prior to delivery of their presentation helps them to develop a better piece of communication (e.g. Part 2 [Worksheet](#)). You may also ask that they share their plans or a log of their drafts and rehearsals. This way, even if a demonstration doesn't work as planned during the assessment it is still possible to award marks for other criteria.

80 marks total	Excellent (9 or 10 marks)	Good (7 or 8 marks)	Satisfactory (5 or 6 marks)	Unsatisfactory (<5 marks)
Audience (10 marks)	Demonstration is entirely appropriate for the chosen audience. The level and complexity of the science and the language and style of explanation engage the audience.	Demonstration is almost entirely appropriate for the chosen audience. The level and complexity of the science and the language and style of explanation engage the audience with one or two minor areas for improvement.	Demonstration is mostly appropriate for the chosen audience but with some clear areas for improvement. The level and complexity of the science and the language and style of explanation engage the audience with with some clear areas for improvement	Demonstration is not appropriate for the chosen audience. The level and complexity of the science and the language and style of explanation do not engage the audience.
Purpose (10 marks)	Demonstration completely achieves the stated purpose or meets the learning outcomes defined by the student.	Demonstration mostly achieves the stated purpose or meets the learning outcomes defined by the student with one or two minor areas for improvement.	Demonstration achieves some of the stated purpose or meets some of the learning outcomes defined by the student with some clear areas for improvement.	Demonstration does not achieve the stated purpose or does not meet the learning outcomes defined by the student.

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Performance (10 marks)	A confident, clear and charismatic performance that helps to make the demonstration more effective.	A mostly confident, clear and charismatic performance that helps to make the demonstration more effective.	A performance lacking in one of the following areas of: confidence, clarity or charisma.	A performance lacking in two or more of the following areas of: confidence, clarity or charisma.
Engagement (10 marks)	The audience is clearly engaged and involved in the demonstration.	The audience is mostly engaged and involved in the demonstration.	Some of the audience are engaged and involved in the demonstration.	Little to no evidence of audience involvement or engagement in the demonstration.
Execution (10 marks)	The demonstration works well and has clearly been practiced and perfected.	The demonstration mostly works well and has clearly been practiced and perfected with one or two minor hitches in the execution.	The demonstration works but with more than one or two minor hitches in the execution. There is clear evidence that the student has prepared well or rehearsed.	The demonstration does not work as planned and there is little or no evidence of preparation or rehearsal.
Timing (10 marks)	All aspects of the demonstration were completed within the time allocated for the assignment and no parts felt rushed.	All aspects of the demonstration are completed within a 10% margin of the time allocated for the assignment.	There are some timing issues that the presenter needs to address with regards to their demonstration.	The demonstration took considerably longer/less time than allocated and the quality of the demonstration or engagement were impacted negatively.
Creativity (10 marks)	The student demonstrates high levels of creativity in the design or execution of the presentation that increases engagement or shows originality.	The student shows some creativity in the design or execution of the presentation that increases engagement or shows originality.	There are some creative elements to the demonstration.	The demonstration is clearly repeated from an example published by someone else with little to no creative aspects or adaptations.

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Safety (10 marks)	The student submits a comprehensive risk assessment and delivers the demonstration safely for the chosen audience.	The student submits a comprehensive risk assessment with one or two areas that require minor improvement and delivers the demonstration safely for the chosen audience.	The student submits a comprehensive risk assessment with one or two areas that require edits or improvement prior to delivering the demonstration safely for the chosen audience.	Serious concerns with the quality of the risk assessment (NB do not permit the student to perform their demonstration if this has not been completed to an adequate standard) and/or some issues/concerns with safely executing the demonstration.
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