OMNIPRESENT SHAKESPEARE: PRESENTATION RUBRIC

NONVERBAL	0	1	2	3	STUDENT'S ACHIEVEMENT: /30
EYE CONTACT	Does not attempt to look at audience at all, reads notes the entire time.	Only focuses attention to one particular part of the class - does not scan the audience.	Occasionally looks at someone or some groups during presentation.	Constantly looks at someone or some groups at all times.	
QUALITY OF EXPRESSION	Quality of expression is non-existent.	Little expression and gesture provides minimal idea of the topic.	Some suggestion of the topic is indicated through skilled use of expression and gesture.	Gives audience clues to what the content of speech is about - appropriate expression & gesture.	
VOCAL SKILL	**0**	**1**	**2**	**3**	
ENTHUSIASM	Shows absolutely no interest in topic presented.	Shows some negativity toward topic presented.	Occasionally shows positive feelings about topic.	Demonstrates a strong positive feeling about topic during entire presentation.	
ELOCUTION	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of the class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing 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.	
CONTENT X2	**0**	**1**	**2**	**3**	
INTRODUCTION & CONCLUSION	Audience has no idea what the presentation is on.	Hints at topic of presentation.	Vaguely tells audience what presentation is on.	Clearly explains what the presentation is covering.	
COMPLETENESS OF CONTENT	Little mention of contextual background.	Though student mentions some contextual background, there is so little	Majority of points covered in depth, some points glossed over.	Along with the media items, student presents contextual background.	
AUDIENCE ENGAGEMENT	Because no efforts were made to engage the audience, they fell asleep.	There is minimal attempt to engage the audience when attention is waning.	Student capably engages the audience.	Student presents the multi-media with confidence and positive audience engagement.	

SOURCES: **1)** **2)** **3)**

COMMENTS: