

PROBLEM ASSESSMENT #2 OF 3

United Nations Global Council Oral Presentation Rubric

Group	Course Section				Date
Performance Area	A	B	C	D	F
Argument	Presenters clearly argue how their newly drafted founding document fits G. U. criteria for membership.	Presenters argue how their newly drafted founding document fits G. U. criteria for membership.	Presenters simply explain how their newly drafted founding document fits G. U. criteria for membership.	Presenters simply describe their document with little mention of G. U. criteria for membership.	Presenters do not describe their document or why it should be admitted to the G. U.
Explanation & Evidence	Presenters always clearly define, explain, and give evidence for each right.	Presenters sometimes explain and give evidence for each right.	Presenters simply define and/or simply explain each right.	Presenters simply say what each right is.	Presenters do not define, explain, or give evidence for each right.
Use and Citation of Sources	Presenters always choose relevant sources to support each of their rights. Sources are always consistently & accurately documented according to MLA style.	Presenters choose some relevant sources to support each of their rights. Sources are mostly consistently and accurately documented according to MLA style.	Presenters choose some sources to support some of their rights. Sources are sometimes documented according to MLA style.	Presenters choose a few sources to support a few of their rights. Sources are rarely documented.	Presenters do not choose sources to support their rights. Sources are not documented.

Awareness of Audience	Presenters always tailor their language and style of presentation to the G. U.	Presenters mostly tailor their language and style of presentation to the G. U.	Presenters sometimes tailor their language and style of presentation to the G. U.	Presenters rarely tailor their language and style of presentation to the G. U.	Presenters are not aware of their audience.
Creation & Use of Media	Presenters incorporate professional-quality media to enhance core presentation concepts.	Presenters incorporate high-quality media (computer-generated and/or high quality art) to enhance core presentation concepts.	Presenters incorporate eye-appealing simple visuals to enhance core presentation concepts.	Presenters incorporate a visual or visuals that, at best, are legible, understandable, and appropriate to topic and audience.	Presenters do not incorporate visuals into presentation.
Presentation Skills	Each presenter always speaks clearly and loudly enough for all in audience to hear, makes no grammar errors, and pronounces all terms correctly and precisely. Presenters always follow a logical sequence.	Each presenter usually speaks clearly and loudly enough for most of the audience to hear, makes few grammar errors, and usually pronounces terms correctly. Presenters usually follow a logical sequence.	Each presenter sometimes speaks clearly and loudly enough to be heard by some in audience, makes some grammar errors, and pronounces some terms correctly. Presenters sometimes follow a logical sequence.	Each presenter usually does not speak clearly or loudly enough to be heard by most in the audience and/or each presenter makes several grammar errors or mispronounces terms. Presenters rarely follow a logical sequence.	Each presenter mumbles, makes serious and persistent grammar errors, or mispronounces terms. Presenters do not follow a logical sequence.

Time Guidelines	Time guidelines are closely followed.	Time guidelines are followed.	Time guidelines are somewhat followed with presentation running somewhat short or long.	Time guidelines are attempted but presentation is substantially short or long.	Time guidelines are ignored.
Group Involvement	The presentation involves all group members equally.	The presentation involves all group members.	The presentation involves only some group members.	One group member dominates the presentation.	Group members exhibit lack of coordination and group effort in the presentation.

GRADE: