CSC290 Design Review Presentation Rubric

	4	3	2	1	0
Slides and Visuals (20%)	Visuals are clear, succinct, cohesive, and enhance the presentation. Text is large and has good contrast.	Visuals are clear, and complements the presentation, but can be less wordy. Visuals are mostly cohesive. Text is mostly large enough and readable, but may have figures with small text.	Visuals are unclear, not readable in time, or does not support the presentation. Different slides carry their own style. Text is too small to be readable, or does not have enough contrast.	Visuals are ineffective or do not support the presentation. Different slides carry their own style. Text is too small to be readable, or does not have enough contrast.	Visuals are ineffective and do not support the presentation
Speak Flow (10%) **+20% Individual**	Speakers are balanced. Presentation division is effective (eg. strongest speaker begins/ends or interesting division of presentation). Every presenter spoke for at least 1 minute. Presentation flows smoothly and cohesively.	Speakers are equally balanced. Presentation flows smoothly. Every presenter spoke for at least 1 minute. Some lack of cohesion in presentation style.	Speakers are unbalanced. Most presenters spoke for at least 1 minute. Presentation is choppy at times; handoff between presenters may need improvement.	Speakers are very unbalanced. Speaking time was not spread out. Presentation flow needs improvement. Presenters carry their own style of presentation.	Not all group members spoke. Presentation flow has serious issues.
Introduction (10%)	Presentation has an effective introduction that tells the reader what the presentation will be about, and "hooks" the audience.	Presentation has an introduction that sets the readers' expectations.	Introduction too short, too long, or does not effectively set the readers' expectations. Presentation lacks an agenda slide.	Presentation lacks an introduction.	Presentation lacks an introduction.
Content (30%)	Easy to follow presentation with: ● A clear description of the game mechanics. ● A class diagram is used effectively to explain design decisions. ● A clear and persuasive description of key design decisions and their rationales.	Mostly easy to follow presentation with: ● A description of the game mechanics. ● A class diagram, used to explain most key design decisions. ● A clear description of key design decisions and their rationales.	A presentation with: ● A description of most game mechanics. ● A class diagram that is not used effectively. ● A list of key design decisions, but without sufficient description or explanation. Presentation is difficult to follow.	A presentation with: ● A confusing description of the game mechanics. ● A class diagram that is not used effectively. ● Omissions of key design decisions. Presentation is confusing and difficult to follow.	No attempt to describe game mechanics. No class diagrams. No attempt to describe key decisions.
Conclusion (10%)	Presentation has an effective conclusion that summarizes the content, and an effective call-to-action that reflects presentation goals.	Presentation has a clear conclusion and a call-to-action. Conclusion does not introduce new material.	Presentation has a conclusion. Presentation might lack a call-to-action.	The conclusion is weak, abrupt, and/or fails to summarize or drive home the message.	Presentation lacks a conclusion.

CSC290 Presenter Grading Rubric (20%)

Presenter:					
Audibility (25%)	4. Consistently audible from the back of the room 3. Mostly audible 2. Sometimes audible, but inconsistent 1. Difficult to hear most of the time 0. Difficult to hear	4. Consistently audible from the back of the room 3. Mostly audible 2. Sometimes audible, but inconsistent 1. Difficult to hear most of the time 0. Difficult to hear	4. Consistently audible from the back of the room 3. Mostly audible 2. Sometimes audible, but inconsistent 1. Difficult to hear most of the time 0. Difficult to hear	4. Consistently audible from the back of the room 3. Mostly audible 2. Sometimes audible, but inconsistent 1. Difficult to hear most of the time 0. Difficult to hear	4. Consistently audible from the back of the room 3. Mostly audible 2. Sometimes audible, but inconsistent 1. Difficult to hear most of the time 0. Difficult to hear
Eye Contact (25%)	4. Excellent eye contact across the entire room 3. Constant eye contact with the audience; little reading of notes 2. Makes eye contact with a few people; reads from notes 1. Little eye contact; reads from notes 0. No eye contact	4. Excellent eye contact across the entire room 3. Constant eye contact with the audience; little reading of notes 2. Makes eye contact with a few people; reads from notes 1. Little eye contact; reads from notes 0. No eye contact	4. Excellent eye contact across the entire room 3. Constant eye contact with the audience; little reading of notes 2. Makes eye contact with a few people; reads from notes 1. Little eye contact; reads from notes 0. No eye contact	4. Excellent eye contact across the entire room 3. Constant eye contact with the audience; little reading of notes 2. Makes eye contact with a few people; reads from notes 1. Little eye contact; reads from notes 0. No eye contact	4. Excellent eye contact across the entire room 3. Constant eye contact with the audience; little reading of notes 2. Makes eye contact with a few people; reads from notes 1. Little eye contact; reads from notes 0. No eye contact
Enthusiasm (25%)	4. Speaks naturally, comfortably, and enthusiastically 3. Mostly naturally 2. Clearly reciting 1. Monotone; makes distracting motions 0. Clear lack of understanding	4. Speaks naturally, comfortably, and enthusiastically 3. Mostly naturally 2. Clearly reciting 1. Monotone; makes distracting motions 0. Clear lack of understanding	4. Speaks naturally, comfortably, and enthusiastically 3. Mostly naturally 2. Clearly reciting 1. Monotone; makes distracting motions 0. Clear lack of understanding	4. Speaks naturally, comfortably, and enthusiastically 3. Mostly naturally 2. Clearly reciting 1. Monotone; makes distracting motions 0. Clear lack of understanding	4. Speaks naturally, comfortably, and enthusiastically 3. Mostly naturally 2. Clearly reciting 1. Monotone; makes distracting motions 0. Clear lack of understanding
Clarity and Cadence (25%)	4. Pronunciation is clear; good cadence 3. Pronunciation is mostly clear; good cadence; some "um", "uh". 2. Sometimes unclear; speaks uncomfortably quickly or slowly 1. Unclear; speaks too quickly or slowly to be understood 0. Cannot understand	4. Pronunciation is clear; good cadence 3. Pronunciation is mostly clear; good cadence; some "um", "uh". 2. Sometimes unclear; speaks uncomfortably quickly or slowly 1. Unclear; speaks too quickly or slowly to be understood 0. Cannot understand	4. Pronunciation is clear; good cadence 3. Pronunciation is mostly clear; good cadence; some "um", "uh". 2. Sometimes unclear; speaks uncomfortably quickly or slowly 1. Unclear; speaks too quickly or slowly to be understood 0. Cannot understand	4. Pronunciation is clear; good cadence 3. Pronunciation is mostly clear; good cadence; some "um", "uh". 2. Sometimes unclear; speaks uncomfortably quickly or slowly 1. Unclear; speaks too quickly or slowly to be understood 0. Cannot understand	4. Pronunciation is clear; good cadence 3. Pronunciation is mostly clear; good cadence; some "um", "uh". 2. Sometimes unclear; speaks uncomfortably quickly or slowly 1. Unclear; speaks too quickly or slowly to be understood 0. Cannot understand