

**A Descriptive Rubric
for a Slide Presentation on Findings from Research Sources**

	Well Done (5)	Satisfactory (4-3)	Needs Improvement (2-1)	Incomplete (0)
Organization	Clearly, concisely written. Logical, intuitive progression of ideas & supporting information. Clear & direct cues to all information.	Logical progression of ideas & supporting information. Most cues to information are clear and direct.	Vague in conveying viewpoint and purpose. Some logical progression of ideas & supporting information, but cues are confusing or flawed.	Lacks a clear point of view and logical sequence of information. Cues to information are not evident.
Persuasiveness	Motivating questions & advance organizers convey main idea. Information is accurate.	Includes persuasive information.	Includes persuasive information with few facts.	Information is incomplete, out of date, and/or incorrect.
Introduction	Presents overall topic. Draws in audience with compelling questions or by relating to audience's interests or goals.	Clear, coherent, and related to topic.	Some structure but does not create a sense of what follows. May be overly detailed or incomplete. Somewhat appealing.	Does not orient audience to what will follow.
Clarity	Readable, well-sized fonts. Italics, boldface, and indentations enhance readability. Text is appropriate length. Background and colors enhance readability.	Sometimes fonts are readable, but in a few places fonts, italics, boldface, long paragraphs, color, or background detract.	Overall readability is difficult with lengthy paragraphs, too many fonts, dark or busy background, overuse of boldface, or lack of appropriate indentations.	Text is very difficult to read. Long blocks of text, small fonts, inappropriate colors, or poor use of headings, indentations, or boldface.
Layout	Aesthetically pleasing. Contributes to message with appropriate use of headings and white space.	Uses white space appropriately.	Shows some structure but is cluttered, busy or distracting.	Cluttered and confusing. Spacing and headings do not enhance readability.

Adapted with permission from a rubric developed by Patricia Ryan, Lecturer, Department of Reading, Special Education, and Instructional Technology, Towson University