<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Factual information and details are consistently and fully accurate.</td>
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<td></td>
<td>There are no glaring errors or errors on major information and details. Any mistakes committed may be attributed to nervousness or oversight.</td>
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<td>Factual errors are committed often enough to distract knowledgeable audience members.</td>
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<td></td>
<td>Enough errors are committed that the general audience members begin to doubt which information are reliable or not.</td>
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<tr>
<td>Content: Depth</td>
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<td></td>
<td>The presenter has a thorough and accurate knowledge of the key concepts and theories and effortlessly relates them to each other, to different critical frameworks, and to real life situations. The audience gain insight into the topic and how it relates to the broader context of society.</td>
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<td></td>
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<td></td>
<td>The discussion of concepts and underlying critical frameworks are generally accurate and some applications are included to elucidate on the topic.</td>
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<td>Minor errors are committed in the discussion of key concepts and theories. Although there are attempts to contextualize the theory, they are not enough for the audience to relate theory into practice. The audience gains little from the presentation.</td>
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<td></td>
<td>The explanations on concepts and theories are inaccurate or incomplete. There is an obvious need for the presenter to relate theory into practice. The audience gains little from the presentation.</td>
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<tr>
<td>Organization</td>
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<td></td>
<td>The presentation is clear, logical and organized. The audience acquires a clear understanding of the subject being discussed and can follow the order of presentation.</td>
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<td>The presentation is generally clear and organized with a few minor points that need to be explained further.</td>
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<td>There are issues with the organization of the presentation that may confuse the audience but they are not significant enough to prevent them from learning the subject matter at hand.</td>
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<td></td>
<td>Significant transgressions from the order and manner of presentation are committed that prevent the audience from learning the subject matter at hand.</td>
</tr>
<tr>
<td>Style</td>
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<td></td>
<td>The style of presentation is appropriate for the audience and the subject matter. The presenter is fully confident and comfortable.</td>
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<td>The style of presentation is generally appropriate and the presenter is slightly uncomfortable at times.</td>
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<td>The pacing of the presentation is too fast or too slow and there is trouble hearing the presenter at times.</td>
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<td>The presenter is apparently uncomfortable at times and often resorts to reading from a book or printout for the presentation.</td>
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<td></td>
<td>The presentation is too simple or too complex for the audience or the subject matter. The presenter is obviously uncomfortable and is difficult to hear and comprehend. Reading from a book or printout is the main style of presentation.</td>
</tr>
</tbody>
</table>

adapted from Carnegie-Mellon Performance Rubrics

Remarks

Quiz No. / 20
Passing score: 11