**M.S in HSPA Oral Presentation Rubric**

**for Capstone Experience (draft JRB 12/28/2020)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Highly competent** | **Competent** | **Not competent** |
| Content | Exhibited highly effective use of critical thinking skills; Incorporated content knowledge to identify new solutions/ideas relevant to professional practice; Used content appropriate to situation & audience; Identified role of research in project/topic and cited appropriate information sources accurately that was academically sound;  | Demonstrated some critical thinking skills; Incorporated content knowledge to identify new solutions/ideas relevant to professional practice;  | Displayed poor or ineffective use of basic critical thinking skills; Failed to incorporate content knowledge in the development of solutions to professional problems;  |
| Application to Discipline | Demonstrated original thinking; Applied scientific theory and/or knowledge to analyze, synthesize, and evaluate.Elaborated on application of public policy to topic/project that was logical and inclusive; Accurately articulated the application of two human development theories to topic/project; andClearly and effectively described aspects of inclusion, diversity and global issues related to topic/project.Clearly and Effectively addressed professional ethical applications related to topic/project such as confidentially, safeguarding research subjects, and mandated reporting obligations. | Evidenced some application of scientific theory and/or knowledge to analyze, synthesize, and evaluate. Made moderately effective connection between support & main points;Identified aspects of public policy and human development theories; and/or Showed sensitivity to issues of diversity.Moderately, with some deficits, addressed professional ethical applications related to topic/project such as confidentially, safeguarding research subjects, and mandated reporting obligations. | Displayed little to no use of appropriate application of scientific theory and/or knowledge to analyze, synthesize, and evaluate. Provided little support for main ideas; Demonstrated limited competence regarding public policy and/or human development theories applications; and/orContent lacked sensitivity to issues of diversity.Did not articulate application of professional ethical applications related to topic/project such as confidentially, safeguarding research subjects, and mandated reporting obligations. |
| Language | Used professional terminology; Evidenced precise & vivid language; Defined unfamiliar terms; andvaried sentence structure consistently. | Produced some varied sentence structure and word choice; Used professional terminology but in stilted, awkward usage; and/orDisplayed appropriate standards of usage for situation and audience. | Displayed inadequate standards of usage; Limited variance in sentence structure;Lack of professional terminology; and/or Used slang words or other inappropriate  language for situation and audience. |
| Verbal Delivery | Varied voice in pitch, volume, rate, & emphasis; Generated appropriate enthusiasm; Speech free of fillers (“like”,uhms, ers); Evidenced effective articulation and pronunciation. | Used some variation in pitch, volume, rate, and emphasis; Included some fillers; and/orArticulated effective pronunciation and incorporated minimal fillers. | Displayed little to no variation in pitch, volume, rate, or emphasis; Fillers detracted from the presentation; Evidenced a lack of clear articulation and pronunciation. |
| Non-Verbal & General Delivery | Dressed neatly, professionally and was well groomed; andDisplayed consistent eye contact and confidence. | Appeared in adequate and appropriate dress and was well-groomed; and/orDisplayed some evidence of confidence and appropriate eye contact. | Dressed inappropriately; Displayed professional appearance or grooming issues; Did not maintain eye contact; and/orSeemed to lack confidence. |
| Technological Skills | Displayed comfort, skill and confidence using the technology that supports professional and engaging presentations. | Displayed an over-reach of using technology beyond skill level; and/orDid not utilize technology that would have been expected in a professional setting. | Did not use technology; and/orUsed technology in a way that seriously distracted from content. |

 NOTE: Greater emphasis is placed on the “Content” and “Application to Discipline” categories; however, all the categories are important.