

Rubric for Assessment of Online Presentations

Category	4	3	2	1
Content is aligned to the objective	All content aligns to the objective.	Most content aligns to the objective, some extraneous information related to the topic may exist.	Some content aligns to the objective, additional information is included that may or may not relate to the topic.	Content does not align to the objective.
Content is well organized	Content is chunked to avoid information overload. Content chunks are arranged in a logical series.	Content is chunked but one or two slides may be dense. Some content may be placed inappropriately.	Content is dense on several slides. Several chunks of content are placed inappropriately.	Content is overwhelming and there appears to be no logical order.
Typography is used appropriately	Headline and body fonts are used consistently. Use of cueing devices (bold, font changes) highlights important content.	Some inconsistency in use of headline and body fonts. Cueing is inconsistent.	Fonts are used inconsistently throughout the presentation. Cueing is often inappropriately used.	Font use and cueing make readability very difficult.
Color is used appropriately	Color scheme has appropriate mix of complementary and contrasting colors. Color is used consistently to enhance the content.	Color scheme has some clashing colors. Color is used somewhat to enhance the content.	Color scheme uses several clashing colors. Color is used to enhance content inconsistently.	No color scheme has been used. Colors have been chosen randomly and do not enhance the content.
Graphics are used appropriately	All graphics are of good quality (no clip art) and are consistently related to the content of the presentation.	A few graphics are of poor quality or are not related to the content of the presentation.	Many graphics are of poor quality or are not related to the content of the presentation.	Most graphics are of poor quality AND most are unrelated to the content of the presentation.
Content is free of spelling or grammar errors	Content has no misspellings, typographical or grammatical errors.	Content has one or two misspellings or typographical errors, but no grammatical errors.	Content has one or two grammatical errors but no misspellings or typographical errors.	Content has more than two grammatical, typographical or spelling errors.

This rubric was developed by Megan Blevins and Jeff Pankin in March 2014 as part of a project for the course R626 *Instructional Strategies and Tactics* at Indiana University Bloomington.