

Name: _____

Score: _____

Teacher Name: _____

Oral Presentation School-wide Rubric

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
Language Use and Delivery	<p>Uses rich, varied, and appropriate language and skillful grammatical constructions appropriate to audience, purpose, and context.</p> <p>Skillfully captivates the audience with effective use of a variety of strategies (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas.</p> <p>Projects a sense of individuality, confidence, and an engaging personality.</p>	<p>Consistently uses language and grammar appropriate to audience, purpose, and context. <i>OC-10-2.1;R-10-3.2</i></p> <p>Clearly and effectively engages the audience by using a variety of strategies (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas. <i>OC-10-2.5</i></p> <p>Projects a sense of individuality, confidence, and personality. <i>E3c</i></p>	<p>Inconsistently uses appropriate language and grammar.</p> <p>Makes limited use of effective strategies (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas.</p> <p>Projects limited sense of individuality, confidence, or personality.</p>	<p>Uses inappropriate and/or simplistic language and/or grammar.</p> <p>Does not make effective use of strategies and/or fails to speak clearly and audibly.</p> <p>Delivers material in a flat or lifeless way.</p>
Content <i>Must meet standard on this expectation in order to meet the overall standard.</i>	<p>Clearly defines the topic/core question/thesis and its significance.</p> <p>Provides evidence of extensive and valid research from multiple and varied sources.</p> <p>Skillfully develops unique insights based on key findings and points related to the core question/thesis.</p> <p>Combines and evaluates existing ideas to form new insights that support a coherent conclusion.</p> <p>Maintains a consistent focus throughout presentation.</p>	<p>Clearly defines the topic/core question/thesis. <i>W-10-7.2.</i></p> <p>Provides evidence of valid research from required number of resources. <i>OC-10-2.3.</i></p> <p>Develops key findings and points related to the core question/thesis. <i>OC-10-2.3.</i></p> <p>Combines existing ideas to form new insights that support a coherent conclusion. <i>OC-10-2.3.</i></p> <p>Maintains a consistent focus throughout presentation. <i>OC-10-2.2.</i></p>	<p>Defines the topic/core question/thesis.</p> <p>Provides limited evidence of valid research.</p> <p>Develops some findings and points related to the core question.</p> <p>Shows limited evidence of developing new insight that may not support conclusions.</p> <p>Occasionally lacks focus in presentation.</p>	<p>Does not clearly define the topic/core question/thesis.</p> <p>Provides no evidence of valid research.</p> <p>Presentation does not address core question or link evidence.</p> <p>Shows no evidence of problem solving or learning stretch.</p> <p>Shows no evidence of the combination of ideas to support conclusions.</p> <p>Lacks focus in presentation.</p>

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Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
Organization and Preparation	<p>Presents ideas and information with logical sequencing and seamless transitions.</p> <p>Executes a flowing presentation, unobtrusively using notes or other memory aides if necessary.</p> <p>Adjusts style of presentation to purpose and audience with skill.</p> <p>The presentation includes a skillful introduction, development of ideas, and closure.</p>	<p>Presents logical transitions between main topics and ideas. <i>OC-10-2.3</i></p> <p>Uses notes or other memory aides effectively to structure presentation (if necessary). <i>E3c</i></p> <p>Adjusts style of presentation to purpose and audience. <i>OC-10-2.3; E3c</i></p> <p>The presentation includes an introduction, development of ideas, and closure. <i>OC-10-2.1, 3</i></p>	<p>Presents some logical transitions between main topics and ideas.</p> <p>Uses notes or other memory aides with some effectiveness to structure presentation if necessary.</p> <p>Attempts to adjust style of presentation to purpose and audience.</p> <p>The response shows some elements of organization, but one or more elements cause confusion.</p>	<p>Exhibits lack of planning and organization resulting in a confusing overall presentation.</p> <p>Does not make effective use of notes or memory aides.</p> <p>Presents in a choppy, hesitant manner lacking transitions.</p> <p>There is little evidence of organization.</p>
Appearance Length of Presentation	<p>The student's: dress is professional and appropriate.</p> <p>AND</p> <p>presentation is within prescribed time limit.</p>	<p>The student's: dress is appropriate to audience.</p> <p>AND</p> <p>presentation is within prescribed time limit.</p>	<p>The student's: dress is not appropriate to audience.</p> <p>OR</p> <p>presentation is not within prescribed time limit.</p>	<p>The student's: dress is not appropriate to audience.</p> <p>AND</p> <p>presentation is not within prescribed time limit.</p>
Responds to Questions (if applicable)	<p>Addresses each question, answering knowledgably, coherently and confidently.</p>	<p>Addresses each question, answering knowledgably and coherently. <i>OC-10-2.4</i></p>	<p>Attempts to answer each question.</p>	<p>Answers questions incoherently and/or incompletely, may provide irrelevant information.</p>
Media Use (if applicable)	<p>Uses well-crafted audio/visual supports to convey desired information and enhance audience understanding.</p> <p>AND</p> <p>Uses technology to convey desired information and enhance audience understanding.</p>	<p>Uses audio/visual supports to convey desired information</p> <p>AND</p> <p>Uses technology to convey desired information. <i>OC-10-2.6; A2c</i></p>	<p>Ineffectively uses audio/visual supports to convey desired information.</p> <p>AND</p> <p>Ineffectively uses technology to convey desired information.</p>	<p>Does not use audio/visual supports to convey desired information.</p> <p>AND</p> <p>Does not use technology to convey desired information.</p>

Teacher Comments: