

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Oral Presentation School-wide Rubric**

<b>Expectations</b>	<b>Exceeds standard 4</b>	<b>Meets standard 3</b>	<b>Nearly meets standard 2</b>	<b>Below standard 1</b>
<b>Presentation of Knowledge &amp; Ideas</b>	<p>Consistently presents information, findings, and supporting evidence clearly, concisely, and logically <i>conveying a clear and distinct perspective</i>.</p> <p>The organization, development of ideas, substance, and presenting style are appropriate to purpose, audience, and task <i>and enhances the presentation</i>.</p> <p><i>Uses rich, varied, and appropriate language and skillful grammatical constructions</i> appropriate to audience, purpose, and context.</p> <p><i>Skillfully</i> 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><i>Executes a flowing presentation, unobtrusively</i> using notes or other memory aides if necessary.</p>	<p><b>Consistently presents</b> information, findings, and supporting evidence <b>clearly, concisely, and logically</b>. <i>SL 9-12.4</i></p> <p>The organization, development of ideas, substance, and presenting style are <b>consistently appropriate</b> to purpose, audience, and task. <i>SL 9-12.4</i></p> <p><b>Consistently</b> uses language and grammar <b>appropriate</b> to audience, purpose, and context. <i>SL 9-12.6</i></p> <p><b>Clearly and effectively engages</b> 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.</p> <p>Uses notes or other memory aides <b>effectively</b> to structure presentation (if necessary).</p>	<p>Presents information, findings, and supporting evidence that, at times, is unclear, verbose, and illogical.</p> <p>The organization, development of ideas, substance, and presenting style are, at times, inappropriate to purpose, audience, and task.</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>Uses notes or other memory aides with some effectiveness to structure presentation if necessary.</p>	<p>Presentation of information is consistently unclear, verbose, and illogical.</p> <p>The organization, development of ideas, substance, and presenting style are consistently inappropriate to purpose, audience, and task.</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>Does not make effective use of notes or memory aides.</p>
<b>Responds to Questions (if applicable)</b>	Addresses each question, answering knowledgeably, coherently and <i>confidently</i> .	Addresses each question, answering <b>knowledgeably and coherently</b> .	Attempts to answer each question.	Answers questions incoherently and/or incompletely, may provide <b>irrelevant information</b> .
<b>Media Use (if applicable)</b>	Effectively and <i>creatively</i> makes strategic use of digital media (e.g. textual, graphical, audio, visual, interactive elements) to enhance understanding of findings, reasoning, and evidence.	<b>Effectively makes strategic use</b> of digital media (e.g. textual, graphical, audio, visual, interactive elements) <b>to enhance</b> understanding of findings, reasoning, and evidence. <i>SL 9-12.5</i>	Ineffectively makes strategic use of digital media (e.g. textual, graphical, audio, visual, interactive elements) to enhance understanding of findings, reasoning, and evidence.	Does not make strategic use of digital media (e.g. textual, graphical, audio, visual, interactive elements) to enhance understanding of findings, reasoning, and evidence.

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**Oral Presentation School-wide Rubric**

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
<p><i>Content</i></p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p><i>Skillfully</i> fulfills all discipline-specific and task requirements.</p> <p>Introduction offers a <i>clear and distinct perspective</i> on topic and/or establishes the significance of claims/counterclaims.</p> <p>Develops topic with the <i>most significant</i> and relevant facts, extended definitions, concrete details, quotations, or other information appropriate to task.</p> <p>Develops claims/counterclaims fairly and thoroughly with the <i>most relevant evidence and taking into account possible biases of audience</i>.</p> <p>If applicable, integrates multiple sources of information that are accurate and credible and presented in diverse media formats <i>and noting any discrepancies among the sources/data</i>.</p> <p>Provides an <i>insightful</i> concluding statement that supports the information, explanations and/or claims presented.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Clearly introduces <b>topic, claims, and/or counterclaims</b>. <i>W 9-12.1&amp;2</i></p> <p>*Develops topic with <b>well-chosen, relevant, and sufficient facts</b>, extended definitions, concrete details, quotations, or other information appropriate to task. <i>W 9-12.2b</i></p> <p>*If applicable, <b>develops claims and counterclaims</b> fairly, supplying <b>evidence</b> while pointing out the strengths and limitations of both in manner that anticipates the audience's knowledge level and concerns. <i>W 9-12.1b</i></p> <p>*If applicable, integrates <b>multiple sources of information</b> that are accurate and credible and presented in diverse media and formats, accurately citing evidence when appropriate. <i>SL 9-12.2</i></p> <p>Provides a <b>concluding statement</b> that supports the information, explanations, and/or claims presented. <i>W 9-12.1&amp;2</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to introduce topic, claims/counterclaims, but the introduction is unclear or causes confusion.</p> <p>Attempts to develop topic, but the supporting information is irrelevant and/or insufficient.</p> <p>Attempts to develop claims/counterclaims, but evidence is irrelevant and/or insufficient and/or the development of strengths and limitations of claims is insufficient.</p> <p>Integrates a limited number of diverse sources of information and/or sources lack credibility or are inaccurate. Does not cite some evidence, or cites evidence inaccurately and/or inappropriately.</p> <p>Attempts to provide a concluding statement, but it is unclear, causes confusion and/or lacks connection to the topic.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Does not introduce topic and/or claims/counterclaims.</p> <p>Little or no development of topic with supporting information.</p> <p>Little or no development of any claims/counterclaims.</p> <p>Does not integrate any sources of information. Does not cite evidence.</p> <p>Does not provide a concluding statement.</p>

**Teacher Comments:**


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