

## Oral Presentation Rubric

## Senior Project

Student Name \_\_\_\_\_ Student ID \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

For each category, place the number of points that best represent student performance in the box. Add the points for each section and place in **"Total Score"** box at the end of each section.

	Advanced (10-9)	Proficient (8-7)	Basic (6)	Below Basic (5-0)	Weighting	Points
<b>Knowledge of Content</b>						
<i>Standard: Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.</i>						
<i>Standard: Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion,) in formulating rational arguments and applying the art of persuasion and debate.</i>						
<b>Abstract:</b> Four typed copies, Summary of content	-Summary <b>precisely captures</b> key presentation content -Error free	-Summary <b>reflects</b> key presentation points - <b>Mostly error free</b>	-Summary <b>only partially reflects</b> key presentation points - <b>Some distracting errors</b>	-Summary <b>reflects few or no</b> key presentation points - <b>Frequent distracting errors</b>	<b>X 1</b>	
<b>Introduction:</b> Defining problem, history/background, relevance to societal issues	- <b>Engaging, precise, and thorough</b> explanation of problem/need - <b>Thorough coverage</b> of key factors of history/background	- <b>Adequate</b> explanation of problem/need - <b>Identifies most</b> key factors of history/background	- <b>Incomplete or superficial</b> explanation of problem/need - <b>Incomplete or superficial</b> explanation of key factors of history/background	- <b>Little or no</b> explanation of problem/need - <b>Little or no</b> explanation of key factors of history/background	<b>X 1</b>	
<b>Body:</b> Current practices in multiple settings, recommendations	-Various practices are <b>identified, explained, analyzed and evaluated clearly</b> -Recommendation is <b>thoroughly explained and well-supported</b> with evidence	-Various practices <b>are identified and explained</b> -Recommendation is <b>explained and supported</b> with evidence	-Practices <b>are limited or superficially explained</b> -Recommendation is <b>not thoroughly explained and/or minimally supported</b> with evidence	- <b>No</b> practices are identified or explained -Recommendation is <b>unclear and/or not supported</b> with evidence	<b>X 1</b>	
<b>Conclusion:</b> Presentation summary statements	- <b>Highly engaging</b> conclusion <b>summarizes key points and restates recommendation</b>	-Conclusion <b>summarizes key points and restates recommendation</b>	-Conclusion <b>inadequately highlights key points and restates recommendation</b>	-Conclusion <b>weak or no</b> conclusion given	<b>X 1</b>	
<b>Organization:</b> Clear, logical flow transitions	- <b>Clear, logical and exceptionally enhances the flow</b> of the speech - <b>Consistent, skilled</b> use of transitions	- <b>Clear, logical and flows well</b> - <b>Consistent</b> use of transitions	- <b>Breaks</b> in clarity, logic and/or flow - <b>Little or no</b> use of transitions	- <b>Frequent breaks</b> in clarity, logic and/or flow - <b>No</b> transitions	<b>X 1</b>	
<b>Question and Answer:</b> Asks the audience for questions and answers knowledgeably	-Questions are <b>answered knowledgeably</b>	-Answers may show <b>incomplete understanding</b>	- <b>Some</b> questions cannot be answered	- <b>Most</b> questions cannot be answered	<b>X 1</b>	
<b>Knowledge of Content Total Score</b>						

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	Advanced (10-9)	Proficient (8-7)	Basic (6)	Below Basic (5-0)	Weighting	Points
<b>Delivery of Content</b>						
<i>Standard: Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentation.</i>						
<i>Standard: Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.</i>						
<i>Standard: Use props, visual aids, graphs and electronic media to enhance the appeal and accuracy of presentations.</i>						
<b>Visual Delivery:</b> Attire, posture/stance, gestures, facial expressions, eye contact	<b>-Professional attire</b> <b>-Poised, confident stance</b> <b>-Variety of deliberate gestures</b> -Facial expressions <b>consistently compliment</b> presentation content <b>-Consistently</b> makes eye contact with <b>entire</b> audience	<b>-Professional attire</b> <b>-Straight posture</b> with feet planted <b>-Deliberate</b> gestures <b>-Most</b> facial expressions <b>compliment</b> presentation content -Frequently makes eye contact with <b>entire</b> audience	<b>-Casual attire</b> <b>-Overly relaxed or rigid stance</b> <b>-No</b> gestures or <b>nervous</b> gestures <b>-Rigid or nervous</b> facial expressions <b>-Some breaks</b> in eye contact <b>or focuses on just one or two</b> people in audience	<b>-Unprofessional attire</b> <b>-Excessive</b> movement <b>-Distracting gestures</b> such as fidgeting grooming or playing with clothes -Facial expressions <b>do not support</b> presentation content <b>-Makes little or no</b> eye contact	<b>X2</b>	
<b>Verbal Delivery I:</b> Pronunciation, articulation, use of language,	-Pronunciation and articulation are <b>consistently precise</b> <b>-Consistent, accurate, and appropriate</b> use of English	-Pronunciation and articulation are <b>frequently precise</b> <b>-Mostly accurate and appropriate</b> use of English	-Pronunciation and articulation are <b>sometimes inaccurate</b> <b>-Some</b> English language <b>errors</b>	-Pronunciation and articulation are <b>frequently inaccurate</b> <b>-Frequent</b> English language <b>errors</b>	<b>X1</b>	
<b>Verbal Delivery II:</b> Pitch/tone, rate, pause, notes, rehearsal	-Volume <b>projects consistently well</b> <b>-Appropriate, expressive</b> tone and inflection <b>-Well-paced, conversational</b> rate -Use of pause <b>compliments the presentation</b> <b>-Rarely</b> reads from note cards <b>-Is well rehearsed</b>	-Volume <b>projects well</b> <b>-Expressive</b> tone and inflection <b>-Appropriate</b> speaking rate <b>-Pause utilized to mark transitions</b> between ideas <b>-Occasionally reads</b> from note cards <b>-Is rehearsed</b>	<b>-Inconsistent</b> volume <b>-Occasionally expressive</b> tone and inflection -Delivered at a <b>fast</b> rate <b>-Some unplanned, distracting</b> pauses; (um, uh, like, and, etc.) <b>-Frequently reads</b> from note cards <b>-Is minimally rehearsed</b>	-Volume is <b>too low</b> <b>-Minimal expressive</b> tone and inflection -Delivered at a <b>fast, nervous</b> pace <b>-Frequent unplanned distracting</b> fillers (um, uh, like, and, etc.) <b>-Reads majority of speech</b> from note cards <b>-Is minimally or not rehearsed</b>	<b>X1</b>	
<b>Integration of PowerPoint</b> Flow, purpose and function	<b>-Smoothly integrates</b> the PowerPoint into the presentation <b>-Consistently supports</b> speech content	<b>-Integrates</b> the PowerPoint into the presentation <b>-Supports</b> speech content	<b>-Occasionally integrates</b> the PowerPoint or <b>sometimes reads</b> slides to the audience <b>-Occasionally disconnected</b> to speech content	<b>-Fails to integrate</b> the PowerPoint, or <b>frequently reads</b> slides to the audience <b>- Frequently disconnected</b> to speech content	<b>X2</b>	
<b>Delivery of Content Total Score</b>						
<b>Total Score of Oral Presentation</b> (add both "Total Score" boxes together)						