

Oral Presentation Rubric for Lecture Lesson

	Exceeds Standard	Meets Standard	Below Standard
Language Use and Delivery: The student communicates ideas effectively.	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses eye contact <input type="checkbox"/> Speaks clearly, effectively and confidently using suitable volume and pace <input type="checkbox"/> Fully engages the audience <input type="checkbox"/> Dresses in uniform <input type="checkbox"/> Selects rich and varied words appropriate for context and audience, and uses correct grammar 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Maintains eye contact <input type="checkbox"/> Speaks clearly and uses suitable volume and pace <input type="checkbox"/> Takes steps to engage the audience <input type="checkbox"/> Dresses appropriately <input type="checkbox"/> Selects words appropriate for context and audience, and uses correct grammar 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Uses eye contact ineffectively <input type="checkbox"/> Fails to speak clearly and audibly and uses unsuitable pace <input type="checkbox"/> Does not engage the audience <input type="checkbox"/> Dresses inappropriately <input type="checkbox"/> Selects words inappropriate for context and audience; uses incorrect grammar.
Organization and Preparation: The student exhibits logical organization.	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic clearly and creatively <input type="checkbox"/> Maintains a clear focus on the topic <input type="checkbox"/> Effectively includes smooth transitions to connect key points <input type="checkbox"/> Ends with a logical, effective, and relevant conclusion <input type="checkbox"/> Uses agenda, outline, notes or other memory aids to execute a flowing presentation 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic clearly <input type="checkbox"/> Maintains a focus on the topic <input type="checkbox"/> Includes transitions between key points <input type="checkbox"/> Ends with a coherent conclusion based on evidence <input type="checkbox"/> Uses agenda, outline, notes or other memory aids to structure presentation 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Does not clearly introduce the topic <input type="checkbox"/> Does not establish or maintain a focus on the topic <input type="checkbox"/> Uses ineffective transitions that rarely connect key points <input type="checkbox"/> Ends without a conclusion based on evidence <input type="checkbox"/> Does not make effective use of notes or other memory aids
Content: The student explains the process and findings of the project and resulting learning.	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly defines the topic or thesis and its significance <input type="checkbox"/> Supports the thesis and key findings with an analysis of relevant and accurate evidence <input type="checkbox"/> Provides evidence of extensive and valid research with multiple and varied sources <input type="checkbox"/> Provides evidence of complex problem solving and learning stretch <input type="checkbox"/> Combines and evaluates existing ideas to form new insights 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly defines the topic or thesis <input type="checkbox"/> Supports the thesis and key findings with evidence <input type="checkbox"/> Presents evidence of valid research with multiple sources <input type="checkbox"/> Provides evidence of problem solving and learning stretch <input type="checkbox"/> Combines existing ideas to form new insights 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Does not clearly define the topic or thesis <input type="checkbox"/> Does not support thesis with evidence <input type="checkbox"/> Provides little or no evidence of valid research <input type="checkbox"/> Shows little evidence of problem solving or learning stretch <input type="checkbox"/> Shows little evidence of the combination of ideas
Media Use: The student uses technology and/or other media to enhance the presentation.	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Selects and uses well-crafted audio/visual supports to communicate desired information. <input type="checkbox"/> Uses technology to enhance and deepen audience understanding. 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Selects and uses audio/visual supports to communicate desired information. <input type="checkbox"/> Uses technology to enhance audience understanding. 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Ineffectively uses audio/visual supports <input type="checkbox"/> Uses audio/visual supports that detract from the presentation.
Q & A The student appropriately & effectively responds to questions.	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the topic by responding to questions and feedback accurately and appropriately 	The student: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates incomplete knowledge of the topic by responding to questions and feedback inaccurately and inappropriately.