CHARIHO REGIONAL HIGH SCHOOL <u>ORAL PRESENTATION</u> RUBRIC

NAME_____

DATE_____

ASSIGNMENT___Physics Oral Presentation: Mouse Trap Cars_____

	5 Exceeds Standard	**4 Meets Standard**	**3.5 Nearly Meets Standard**	**3 Below Standard**	**2 Little Progress Toward Standard**	**0**
Physical Delivery	Relaxed delivery style is exceptional; polished presentation reflects individuality	Delivery style reflects a sense of individuality	Delivery style reflects some individuality	Delivery style reflects little individuality	No individuality	NO WORK SUBMITTED
Vocal Delivery	Exceptional vocal delivery enhances presentation	Speaks clearly and presents confidently; volume is adequate for entire audience to hear	Speaks clearly, presents confidently, and volume is adequate most of the time; some gap fillers (e.g., um, er) and random pauses	Speaks clearly some of the time; often lacks confidence; volume inadequate for audience; many gap fillers (e.g., um, er) and random pauses	Does not speak clearly; monotone, cannot be heard, excessive use of gap fillers (e.g., um, er) and frequent pauses	
Audience Engagement	Outstanding use of verbal cues and gestures enhance presentation; maintains constant eye contact with entire audience	Appropriate and effective use of verbal cues and gestures; maintains eye contact	Some appropriate and effective use of verbal cues and gestures; maintains eye contact most of the time	Ineffective use of verbal cues and gestures; occasionally uses eye contact	No verbal cues and/or gestures used; minimal or absent eye contact	
Notes/ Memory Aids/ Visual Aids	Notes or memory aids available but seldom, if ever used; use of visual aids (as appropriate) that are carefully prepared and enhance presentation	Effective use of notes or memory aids to structure presentation; use of visual aids (as appropriate) that relate to presentation	Frequent use of notes or memory aids; some use of visual aids (as appropriate) that somewhat relate to presentation	Notes or memory aids heavily relied upon; little use of visual aids (as appropriate); visual aids used have little meaning and do not support presentation	Notes read directly; no use of visual aids or visual aids used have no relation to presentation	
Introduction and Conclusion	Highly individual and creative introduction and conclusion	Strong introduction and conclusion	Good introduction and conclusion	Weak introduction and conclusion	Introduction and conclusion are not evident	
Thesis Development	Thesis clearly identifies the purpose of the presentation and engages with exceptional content and/or style; ideas are very clear and strongly developed	Thesis identifies the purpose of the presentation and engages with strong content and/or style; ideas are clear and well-developed	Thesis generally identifies the purpose of the presentation and engages with good content and/or style; ideas are generally clear and somewhat developed	Thesis does not identify the purpose of the presentation and engages with weak content and/or style; ideas are unclear and poorly developed	No thesis; ideas are not developed	
Organization for Interest	Audience interest and background knowledge are capitalized upon to create an order and structure which enhance meaning	Information shaped to interests and background knowledge of audience and organized in a logical, interesting sequence which audience can follow	Information generally shaped to interests and background knowledge of audience and organized in a logical, interesting sequence which audience can follow most of the time	Information weakly shaped to interests and background knowledge of audience and organized in a logical, interesting sequence which audience can follow some of the time	Information not shaped to the audience and not organized	
Content Knowledge	Content conveyed in an original and insightful manor	Content conveyed for importance and impact rather than for availability of information; knowledge of topic evident	Content mostly conveyed for importance and impact rather than for availability of information; some knowledge of topic evident	Content somewhat conveyed for importance and impact rather than for availability of information; limited knowledge of topic evident	Content not conveyed for importance and impact; little /no knowledge of topic	
Vocabulary	Exceptionally rich wording improves understanding	Accurate, interesting vocabulary supports understanding	Adequate, but ordinary vocabulary	Weak vocabulary	Limited vocabulary	
Fluency	Eloquent, smooth, natural sentence fluency	Natural sentence fluency and transitions	Sentences are somewhat fluent and transitions are sometimes weak	Unnatural and choppy sentence fluency and weak transitions	Incomplete thoughts and lack of transitions	

TOTAL POINTS__42__ X 2 = FINAL SCORE ___**84**_____ (Proficient Product =Score of 80)