

CHARIHO REGIONAL HIGH SCHOOL ORAL PRESENTATION RUBRIC

NAME _____ DATE _____

ASSIGNMENT _____

	5 Exceeds Standard	4 Meets Standard	3.5 Nearly Meets Standard	3 Below Standard	2 Little Progress Toward Standard	0
Physical Delivery (OC-2)	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.	S U B M I T T E D
Vocal Delivery (OC-2)	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, like) and random pauses.	Speaks clearly some of the time; often lacks confidence; volume inadequate for audience; many gap fillers (e.g., um, er, like) and random pauses.	Does not speak clearly; monotone, cannot be heard, excessive use of gap fillers (e.g., um, er, like) and frequent pauses.	
Audience Engagement (OC-2)	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.	Minimal verbal cues and/or gestures used; minimal or absent eye contact.	
Notes/ Memory Aids/ Visual Aids (OC-2)	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; ineffective use of visual aids; visual aids used have little meaning and do not support presentation.	Notes read directly; little use of visual aids or visual aids used have no relation to presentation.	
Introduction and Conclusion (OC-2)	Highly individual and creative introduction and conclusion.	Strong introduction and conclusion.	Good introduction and conclusion.	Weak introduction and conclusion.	Poor introduction and conclusion.	
Controlling Idea (OC-1)	Controlling idea is clearly identified with exceptional content and/or style; ideas are very clear and strongly developed.	Controlling idea is clearly identified and engages with strong content and/or style; ideas are clear and well-developed.	Controlling idea is vaguely identified with good content and/or style; ideas are generally clear and somewhat developed.	Controlling idea is poorly identified; ideas are unclear and poorly developed.	Controlling idea is unclear and confusing.	
Organization for Interest (OC-2)	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 (OC-1, OC-2)	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 knowledge of topic.	
Vocabulary (OC-2)	Exceptionally rich wording.	Accurate, interesting vocabulary supports.	Adequate, but ordinary vocabulary.	Weak vocabulary.	Limited vocabulary.	
Fluency (OC-2)	Eloquent, smooth, natural sentence fluency.	Natural sentence fluency and transitions.	Sentences are fairly fluent and transitions are sometimes weak.	Unnatural and choppy sentence fluency and weak transitions.	Incomplete thoughts and lack of transitions.	

TOTAL POINTS _____ X 2 = FINAL SCORE _____ (Proficient Product =Score of 80)

Teacher's Signature _____

