

Oral Evaluation Rubric (4 pt)

Adapted from : Iowa State University, 2005. Oral Presentation Rubric,
<http://www.educ.iastate.edu/elps/rubricoral.htm>

Criteria	Distinguished	Proficient	Basic	Unacceptable
Organization	<p>Extremely well organized.</p> <p>Introduces the purpose of the presentation clearly and creatively.</p> <p>Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points.</p> <p>Student presents information in logical, interesting sequence which audience can follow.</p> <p>Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.</p>	<p>Generally well organized.</p> <p>Introduces the purpose of the presentation clearly.</p> <p>Include transitions to connect key points but better transitions from idea to idea are noted.</p> <p>Most information presented in logical sequence; A few minor points may be confusing</p> <p>Ends with an summary of main points showing some evaluation of the evidence presented.</p>	<p>Somewhat organized.</p> <p>Introduces the purpose of the presentation</p> <p>Includes some transitions to connect key points but there is difficulty in following presentation.</p> <p>Student jumps around topics. Several points are confusing.</p> <p>Ends with a summary or conclusion; little evidence of evaluating content based on Evidence.</p>	<p>Poor or non-existent organization.</p> <p>Does not clearly introduce the purpose of the presentation</p> <p>Uses ineffective transitions that rarely connect points; cannot understand presentation because there is no sequence for information.</p> <p>Presentation is choppy and disjointed; no apparent logical order of presentation</p> <p>Ends without a summary or conclusion.</p>

Criteria	Distinguished	Proficient	Basic	Unacceptable
<i>Content: Depth and Accuracy Content</i>	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis.	No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way.
	Provides evidence of extensive and valid research with multiple (you provide number) and varied sources.	Presents evidence of valid research with multiple sources.	Presents evidence of research with sources.	Presents little or no evidence of valid research.
	Combines and evaluates existing ideas to form new insights.	Combines existing ideas to form new insights.	Combines existing ideas.	Shows little evidence of the combination of ideas.
	Information completely accurate; all names and facts were precise and explicit	No significant errors are made; a few inconsistencies or errors in information.	Enough errors are made to distract a knowledgeable listener, but some information is accurate.	Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information.
	Level of presentation is appropriate for the audience.	Level of presentation is generally appropriate.	Portions of presentation are too elementary or too sophisticated for audience.	Presentation consistently is too elementary or too sophisticated for the audience.

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<i>Research Effort</i>	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective.	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school.	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did not utilize resources effectively; did little or no fact gathering on the topic.
<i>Creativity</i>	Uses the unexpected to full advantage; very original, clever, and creative approach that captures audience's attention.	Some originality apparent; clever at times; good variety and blending of materials/media.	Little or no variation; a few original touches but for the most part material presented with little originality or interpretation.	Bland, predictable, and lacked "zip." Repetitive with little or no variety; little creative energy used.
<i>Use of Communication Aids</i> (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)	Graphics are designed to reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use. Visual aids were colorful and large enough to be seen by all be even those in back of the class Media are prepared in a professional manner. Details are minimized so that main points stand out.	While graphics relate and aid presentation thesis, these media are not as varied and not as well connected to presentation of thesis. Font size is appropriate for reading. Appropriate information is prepared. Some material is not supported by visual aids.	Occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear Choppy, time wasting use of multimedia; lacks smooth transition from one medium to another. Font is too small to be easily seen. Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted.	Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation. Font is too small to be easily seen No communication happens with aids. They seem superfluous.

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<i>Use of Language: Grammar, Word Choice, Voice</i>	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group.	Clear articulation but not as polished; slightly uncomfortable at times Most can hear presentation.	Audience occasionally has trouble hearing the presentation; seems uncomfortable.	Presenter is obviously anxious and cannot be heard or monotone with little or no expression.
	Correct, precise pronunciation of terms	Student pronounces most words correctly.	Student incorrectly pronounces terms.	Student mumbles, incorrectly pronounces terms incorrectly.
	Selects rich and varied words for context and uses correct grammar.	Selects words appropriate for context and uses correct grammar.	Selects words inappropriate for context; uses incorrect grammar.	Selects words inappropriate for context; Uses incorrect grammar.
	No grammatical errors detract from the presentation.	Grammatical errors are few and do not mar the presentation.	Grammatical errors are present but not overwhelming.	Grammatical errors are obvious and hurt the speaker's ethos
	Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.	For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.	Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate.	Cannot focus on the ideas presented. Because of difficulties with grammar and appropriate vocabulary.

Criteria	Distinguished	Proficient	Basic	Unacceptable
<i>Audience and Connecting</i>	Maintains eye contact; uses notes to good effect with audience; presentation is like a planned conversation.	Student maintains eye contact most of the time but frequently returns to notes or looks away often.	Audience connection is present, but often the student's attention is elsewhere and unconcerned with connecting to audience.	Student has little or contact with audience
<i>Audience Interaction, Questions and Answers.</i>	Encourages audience interaction. Calls on classmates by name. Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions.	Encourages audience interaction. Demonstrates knowledge of the topic by responding accurately and appropriately addressing questions . At ease with answers to all questions but fails to elaborate.	Reluctantly interacts with audience. Demonstrates some knowledge of rudimentary questions by responding accurately to questions.	Avoids or discourages active audience participation. Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions.
<i>Audience Response</i>	Involved the audience in the presentation; held the audience's attention throughout.	Presented facts with some interesting "twists"; held the audience's attention most of the time.	Some related facts but went off topic and lost the audience.	Incoherent; audience lost interest.
<i>Length of Presentation</i>	Uses time well and appropriately. Audience appreciates timing.	Within ? minutes of allotted time +/-	Within ? minutes of allotted time +/-	Did not user allotted time well. Hurt ethos of speaker