

Name: _____

Date: _____

Task: _____

Subject/Period: _____

AHS School-Wide Oral Presentation Rubric

Academic Expectation: Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard	S Score	T Score
Content	All information is accurate and relevant to the topic.	Almost all information is accurate and relevant to the topic.	Information often inaccurate and may not always be relevant to the topic.	Information is inaccurate and not relevant to the topic.		
Organization	Information is presented in a logical sequence of introduction, body, and conclusion. Topic is well developed throughout the presentation.	Information is presented in a sequence of introduction, body, and conclusion. Topic is developed throughout the presentation.	Audience has difficulty following presentation because the sequence is unclear. Topic ideas are loosely connected.	Audience cannot follow presentation because there is no apparent logical organization of information. Topic ideas are not developed.		
Visual Aids/ Non-linguistic cues	Visuals enhance understanding of presentation while reinforcing the material. Uses requisite number of visuals. Effectively uses nonverbal cues, Conveys meaning using non-verbal cues (such as facial expressions, gestures, posture, and proximity) with a high degree of effectiveness	Visuals reinforce the material. Uses requisite number of visuals. Conveys meaning using non-verbal cues with considerable effectiveness	Visuals do not fully reinforce material. Does not use the requisite number of visuals. Conveys meaning using non-verbal cues with moderate effectiveness	Visuals missing or misrepresent the material. Conveys meaning using non-verbal cues with limited effectiveness		
Speaking Skills	Student uses a clear voice, proper volume, and a steady rate. Student maintains eye contact; seldom returns to notes.	Student uses a clear voice, proper volume, and a steady rate. Student maintains eye contact most of the time; seldom returns to notes.	Student mumbles, speaks too low to be heard and/or at an uneven rate. Student occasionally makes eye contact most of the time; reads mostly from notes. Uses fillers such as "uh" and "um", have difficulty maintaining eye contact, and forgets to use nonverbal cues.	Student is inaudible and speaks too fast or too slow. Student makes little to no eye contact most of the time; reads entirely from notes. Distracts listeners with fillers such as "uh" or "um", pauses awkwardly, frequently looks down to avoid eye contact.		

Teacher Comments:

Final Score: _____

