Name: _____ Score: _____ Teacher Name: _____

Oral Presentation School-Wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Presentation of Knowledge & Ideas	Consistently constructs and expresses well-developed ideas, information, findings, and supporting evidence clearly, concisely, and logically *conveying a clear and distinct perspective*..	**Consistently** constructs and expresses well-developed ideas, information, findings, and supporting evidence **clearly, concisely, and logically**. *SL 9-12.4; VOG-Comm*	Presents information, findings, and supporting evidence that, at times, is unclear, verbose, and illogical.	Presentation of information is consistently unclear, verbose, and illogical.
	Adapts and aligns tone, rhetorical strategy, and message with audience and purpose in mind *and enhances the presentation*.	**Consistently** adapts and aligns tone, rhetorical strategy, and message with audience and purpose in mind. *SL 9-12.4*; *VOG-Comm*	Presenting style is, at times, inappropriate to purpose, audience, and task.	Presenting style is consistently inappropriate to purpose, audience, and task.
	Uses rich, varied, and appropriate language and skillful grammatical constructions appropriate to audience, purpose, and context.	**Consistently** uses language and grammar **appropriate** to audience, purpose, and context.*SL 9-12.6; VOG-Comm*	Inconsistently uses appropriate language and grammar.	Consistently uses inappropriate and/or simplistic language and/or grammar.
	Skillfully captivates the audience with effective use of a variety of strategies (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas	**Clearly and effectively engages** the audience by applying public speaking skills to convey knowledge and information coherently and confidently. (e.g., eye contact, speaking rate, volume, diction) to communicate ideas. *VOG-Comm*	Makes limited use of effective strategies . (e.g., eye contact, speaking rate, volume, diction) to communicate ideas.	Does not make effective use of strategies and/or fails to speak clearly and audibly.
	Executes a flowing presentation, unobtrusively using notes or other memory aides if necessary.	Uses notes or other memory aids **effectively** to structure the presentation (if necessary)	Uses notes or other memory aides with some effectiveness to structure presentation if necessary.	Does not make effective use of notes or memory aides.
Responds to Questions (if applicable)	Addresses each question, answering knowledgeably, coherently and confidently.	Addresses each question, answering **knowledgeably and coherently**.	Attempts to answer each question but some answers are incoherent and/or does not answer question	Answers questions incoherently and/or incompletely, may provide irrelevant information.
Media Use (if applicable)	Effectively *and creatively* makes strategic use of digital media (e.g. textual, graphical, audio, visual, interactive elements) to enhance audience understanding of claims, reasoning, and evidence.	Effectively makes strategic use of digital media (e.g. textual, graphical, audio, visual, interactive elements) to enhance audience understanding of claims, reasoning, and evidence. *SL 9-12.5;VOG-Comm*	Some uses of digital media (e.g. textual, graphical, audio, visual, interactive elements) are ineffective and limits the audience's understanding of claims, reasoning, and evidence	Does not make strategic use of digital media (e.g. textual, graphical, audio, visual, interactive elements) to enhance audience understanding of claims, reasoning, and evidence. *SL 9-12.5;VOG-Comm*

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Content *Must meet standard on this expectation to meet the overall standard*	Skillfully fulfills all discipline-specific and task requirements.	Fulfills all discipline-specific and task requirements.	Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.	Does not fulfill several discipline-specific and task requirements.
	Introduction offers *a clear and distinct perspective* on topic and/or establishes the significance of claims/counterclaims.	Clearly introduces topic, claims, and/or counterclaims. *W 9-12.1&2;VOG-Comm*	Attempts to introduce topic, claims/counterclaims, but the introduction is unclear or causes confusion.	Does not introduce topic and/or claims/counterclaims.
	Develops topic with the *most significant* and relevant facts, extended definitions, concrete details, quotations, or other information appropriate to task.	*Develops topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information appropriate to task.*W 9-12.2b; VOG--Critical*	Attempts to develop topic, but the supporting information is irrelevant and/or insufficient.	Little or no development of topic with supporting information.
	Develops claims/counterclaims fairly and thoroughly with the *most relevant evidence and taking into account possible biases of audience.*	*If applicable, develops claims and counterclaims fairly, supplying evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. *W 9-12.1b; VOG--Critical*	Attempts to develop claims/counterclaims, but evidence is irrelevant and/or insufficient and/or the development of strengths and limitations of claims is insufficient.	Little or no development of any claims/counterclaims.
	If applicable, integrates multiple sources of information that are accurate and credible and presented in diverse media formats and *noting any discrepancies among the sources/data.*	*If applicable, integrates **multiple sources of information** that are accurate and credible and presented in diverse media and formats, accurately citing evidence when appropriate. *SL 9-12.2*	Integrates a limited number of diverse sources of information and/or sources lack credibility or are inaccurate. Does not cite some evidence, or cites evidence inaccurately and/or inappropriately.	Does not integrate any sources of information. Does not cite evidence.
	Provides an *insightful* concluding statement that supports the information, explanations and/or claims presented.	Provides a **concluding statement** that supports the information, explanations, and/or claims presented. *W 9-12.1&2; VOG-Comm*	Attempts to provide a concluding statement, but it is unclear, causes confusion and/or lacks connection to the topic.	Does not provide a concluding statement.