

WHS Oral Presentation Rubric - 2017

	Above Standard	At Standard	Approaching Standard	Below Standard
Explanation of Ideas & Information		<ul style="list-style-type: none"> - presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CCSL4) - selects information, develops ideas and uses a style appropriate to the purposes, task, and audience (CCSL4) - clearly and completely addresses alternative or opposing perspectives (CCSL4) 	<ul style="list-style-type: none"> - presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow - attempts to select information, develop ideas and use style appropriate to the purpose, task, and audience, but does not fully succeed - attempts to address alternative or opposing perspectives, but not clearly or completely 	<ul style="list-style-type: none"> - does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning - selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) - does not address alternative or opposing perspectives
Organization		<ul style="list-style-type: none"> - meets all requirements for what should be included in the presentation - has a clear and interesting introduction and conclusion - organizes time well; no part of the presentation is too short or too long 	<ul style="list-style-type: none"> - meets most requirements for what should be included in the presentation - has an introduction and conclusion, but they are not clear or interesting - generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea - sequence of the project is defined and adhered to 	<ul style="list-style-type: none"> - Does not meet requirements for what should be included in the presentation - does not have an introduction and /or conclusion - uses time poorly; the whole presentation, or a part of it, is too short or too long
Demeanor		<ul style="list-style-type: none"> - keeps eye contact with audience most of the time; only glances at notes or slides - uses natural gestures and movements - looks poised and confident - wears clothing appropriate for the occasion 	<ul style="list-style-type: none"> - makes infrequent eye contact; reads notes or slides most of the time - uses a few gestures or movements but they do not look natural - shows some poise and confidence, (only a little fidgeting or nervous movement) - makes some attempt to wear clothing appropriate for the occasion 	<ul style="list-style-type: none"> - does not look at audience; reads notes or slides - does not use gestures or movements - lacks poise and confidence (fidgets, slouches, appears nervous) - wears clothing inappropriate for the occasion
Voice		<ul style="list-style-type: none"> - speaks clearly; not too quickly or slowly - speaks loudly enough for everyone to hear; changes tone and pace to maintain interest - rarely uses filler words - adapts speech for the context and task, demonstrating command of formal English when appropriate (CCSL6) 	<ul style="list-style-type: none"> - speaks clearly most of the time - speaks loudly enough for the audience to hear most of the time, but may speak in a monotone - occasionally uses filler words - attempts to adapt speech for the context and task but is unsuccessful or inconsistent 	<ul style="list-style-type: none"> - mumbles or speaks too quickly or slowly - speaks too softly to be understood - frequently uses "filler" words ("uh, um, so, and, like, etc.") - does not adapt speech for the context and task
Presentation Aids		<ul style="list-style-type: none"> - uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest (CCSL5) - smoothly brings audio/visual aids or media into the presentation 	<ul style="list-style-type: none"> - uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation - sometimes has trouble bringing audio/visual aids or media smoothly into the presentation 	<ul style="list-style-type: none"> - does not use audio/visual aids or media - attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation
Response to Audience Questions		<ul style="list-style-type: none"> - Answers audience questions clearly and completely - seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question 	<ul style="list-style-type: none"> - answers audience questions, but not always clearly or completely 	<ul style="list-style-type: none"> - does not address audience questions (goes off topic or misunderstands without seeking clarification)