

## Wachusett Regional High School Oral Presentation Rubric

A WRHS Student will

Criteria	4-Exemplary	3-Proficient	2-Developing	1-Beginning
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• adapt speech to a variety of contexts and audiences.</li> <li>• adapt speech to a wide range of formal and informal tasks effectively.</li> <li>• always establish, demonstrate and maintain a clear understanding of the task.</li> </ul>	<ul style="list-style-type: none"> <li>• adapt speech to a variety of contexts and audiences.</li> <li>• adapt speech to a wide range of formal and informal tasks competently.</li> <li>• establish and demonstrate an awareness of task.</li> </ul>	<ul style="list-style-type: none"> <li>• display a partial ability to adapt speech to a variety of contexts and audiences and tasks.</li> <li>• display breakdowns in control and organization, which hamper effectiveness.</li> <li>• attempt to establish and demonstrate an awareness of task.</li> </ul>	<ul style="list-style-type: none"> <li>• display a limited ability to adapt speech in accordance with context, task, and audience.</li> <li>• demonstrate minimal awareness of task.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• provide all expected content and adhere to the agreed upon task.</li> <li>• develop and extensively support main ideas in depth by providing effective details and/or vivid examples.</li> <li>• demonstrate full knowledge by answering all class questions with explanations and elaboration.</li> <li>• resolve contradictions and determine the need for additional information required to deepen investigation and complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>• provide most of the expected content.</li> <li>• mainly adhere to the agreed upon task.</li> <li>• provide main ideas limited in depth as only a few details or examples are provided.</li> <li>• easily deliver expected answers to all questions, without elaboration.</li> <li>• competently draw on evidence and research to justify views and make new connections.</li> </ul>	<ul style="list-style-type: none"> <li>• provide some of the expected content.</li> <li>• deliver a presentation which is significantly shorter or longer than the agreed upon duration.</li> <li>• lack support for main ideas.</li> <li>• be uncomfortable with information and answer only rudimentary questions.</li> <li>• partially draw on evidence and research to justify views and understanding.</li> <li>• make some new connections.</li> <li>• participate in an exchange of ideas in a limited manner.</li> </ul>	<ul style="list-style-type: none"> <li>• provide little of the expected content.</li> <li>• deliver a presentation which is extremely shorter than the agreed upon duration.</li> <li>• provides main ideas that are unclear and rarely supported.</li> <li>• minimally draw on evidence and research to justify views and make connections.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• always introduce the concept clearly.</li> <li>• present information in a logical, interesting sequence, which an audience can follow.</li> <li>• transition easily from one topic to another.</li> </ul>	<ul style="list-style-type: none"> <li>• consistently introduce concepts.</li> <li>• present information, which is easily followed by an audience.</li> <li>• demonstrate a progression of main ideas, which have minor inconsistencies in unity or coherence.</li> <li>• make transitions, which are evident.</li> </ul>	<ul style="list-style-type: none"> <li>• present information, which is not laid out in a logical order. Audience has difficulty following presentation because student jumps around.</li> <li>• make poor transitions during the presentation.</li> <li>• need assistance when introducing concepts.</li> <li>• have inconsistencies in unity and/or coherence when presenting the progression of main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• present information that is not logical or sequential. Therefore, the audience cannot follow the presentation.</li> <li>• lack transitions in the presentation.</li> <li>• lack an introduction or conclusion in the presentation.</li> </ul>

## Oral Presentation Rubric (cont.)

A WRHS Student will

<p><b>Language Use</b></p>	<ul style="list-style-type: none"> <li>display mastery of language with abundant and effective use of complex grammatical structures and rich vocabulary to enhance comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>display competent control of language and vocabulary. does not make errors in grammar, spelling or mechanics that interfere with comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>display limited control over language and use a limited vocabulary to present information. make errors in grammar, spelling, and mechanics that interfere somewhat with comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>display minimal control over language and use a weak vocabulary to present information. make errors in grammar, spelling and mechanics that significantly interfere with comprehension.</li> </ul>
<p><b>Delivery</b></p>	<ul style="list-style-type: none"> <li>speak clearly and expressively and with enthusiasm. use a tone appropriate to audience, adjusting pace and volume effectively with varied inflection. exhibit a delivery, which is unique and creative. hold attention of entire audience with the use of direct eye contact, seldom looking at notes.</li> <li>display relaxed, self-confident nature when presenting and makes no mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>speak clearly and sometimes use a tone appropriate to audience, adjusting pace and volume effectively with varied inflection. exhibit a delivery, which is somewhat unique and creative. consistently use direct eye contact with audience, but still returns to notes. make minor mistakes but recover quickly from them; display little or no tension when presenting.</li> </ul>	<ul style="list-style-type: none"> <li>speak clearly but without adjusting pace, volume, or inflection. exhibit minimal creativity and uniqueness. display minimal eye contact with audience, while reading mostly from the notes. display mild tension; have trouble recovering from mistakes when presenting.</li> </ul>	<ul style="list-style-type: none"> <li>speak unclearly, without appropriate pace, volume or inflection. lack creativity and uniqueness.</li> <li>avoid eye contact with audience, as entire presentation is read from notes. present with tension and nervousness; have trouble recovering from mistakes.</li> </ul>
<p><b>Collaboration</b></p>	<ul style="list-style-type: none"> <li>initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	<ul style="list-style-type: none"> <li>initiate and participate adequately in a range of discussions with diverse partners, building on others' ideas and expressing their own appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>partially participate in a range of discussions with diverse partners. inconsistently build on others' ideas and express their own ideas appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>minimally participate in collaborative discussions with partners. minimally express their own ideas and/or does not adequately build on others' ideas.</li> </ul>