

Student Performance-Based Assessment Oral Presentation Rubric

STANDARDS	PROFICIENCY DESCRIPTORS			
<p>Common Core Language Arts 12.SL.4</p>	CONCEPT: ORGANIZATION			
	7 - Exceeds	5 - Meets	3 - Nearly Meets	1 - Does Not Meet
<p>Students create and deliver a clear and comprehensive presentation, detailing the essential components of the proposal. The purpose of the presentation is introduced clearly and creatively. Effective use of smooth and clever transitions to succinctly connect key points. The audience can follow the line of reasoning. The conclusion of the presentation demonstrate a thoughtful and strong evaluation of the evidence presented.</p>	<p>Students create and deliver a generally clear and well organized presentation, detailing most of the essential components of the proposal. The purpose of the presentation is introduced clearly. Transitions are included to connect key points. Most of the information is presented in a logical sequence, but a few minor points may be confusing. The conclusion of the presentation is a summary of the main points with some evaluation of the evidence presented.</p>	<p>Students create and deliver a vague presentation detailing some of the essential components of the proposal. Organization seems haphazard. The purpose of the presentation is introduced. Some transitions are included to connect key points, but there is difficulty in following the presentation. Several points are confusing. The audience can follow the presentation with effort. The conclusion of the presentation is a summary with little to no evaluation of the evidence.</p>	<p>Students create and deliver an unclear and insufficient presentation detailing very few of the essential components of the proposal. Poor or non-existent organization. The purpose of the presentation is not clearly introduced. Transitions are used ineffectively and rarely connect key points. The audience is confused because there is no logical sequence for information, the presentation is disjointed. The presentation ends without a summary or conclusion.</p>	
<p>Common Core Language Arts 12.SL.6</p>	CONCEPT: VERBAL PRESENTATION SKILLS (DELIVERY)			
	7 - Exceeds	5 - Meets	3 - Nearly Meets	1 - Does Not Meet
<p>The level of presentation is appropriate for the audience. Students maintain eye contact, seldom referring to notes - the presentation is like a planned conversation. It is NOT a reading of a paper. Students are clearly comfortable, speak with enthusiasm and confidence. Students use the unexpected to full advantage; are very original, clever and creative in their approach to capture the audience's attention. Students speak at a steady pace and at a volume that can be heard by all.</p>	<p>The level of presentation is generally appropriate for the audience. Students maintain eye contact most of the time, but frequently refer to notes. The students seem slightly uncomfortable at times. Students use some originality, are clever at times, and incorporate a good variety and blending of materials/media. Students speak at a pace that is sometimes too fast or slow and the audience occasionally has trouble hearing the presenter.</p>	<p>Aspects of the presentation are inappropriate for the audience. Students maintain eye contact half of the time and much of the information is read from notes. Students use little or no variation, a few original touches, but for the most part material is presented with little originality or interpretation. Students seem uncomfortable and can only be heard if the audience is attentive.</p>	<p>The presentation is consistently inappropriate for the audience. Students read all or most information from their notes, with no eye contact. The presentation is bland, predictable and lack enthusiasm. Material is repetitive with little or no variety. Very little creative energy is used. Students are obviously anxious, cannot be heard or monotone with little or no expression. The audience cannot focus on the content of the presentation.</p>	
<p>Common Core Language Arts 12.SL.6</p>	CONCEPT: USE OF LANGUAGE (MECHANICS)			
	7 - Exceeds	5 - Meets	3 - Nearly Meets	1 - Does Not Meet
<p>Students are poised and clearly articulate complete and grammatical sentences that easily flow together. Words selection is rich and chosen for their precise meaning, a variety of words are used in appropriate contexts. Technical terminology is used precisely and correctly pronounced. Language used is free from bias.</p>	<p>Students, for the most part, articulate complete and grammatical sentences the easily flow together, but are not as polished. Word selection is appropriate for the context. Technical terminology is used and most words are pronounced correctly. Language is free from bias with one or two exceptions.</p>	<p>Some sentences are incomplete, there are some grammatical errors, and use of slang are evident. Vocabulary seems somewhat limited or inappropriate for context. Technical terminology is incorrectly pronounced or misused. Language includes significant bias, which may offend some audience members.</p>	<p>Students have difficulty with grammar and appropriate vocabulary. Words selection is used out of context. Pronunciation of technical terminology is incorrect and misused. Language frequently reflects bias, the audience will probably be offended.</p>	
<p>Common Core Language Arts 12.SL.5</p>	CONCEPT: USE OF COMMUNICATION AIDS (EX. student deliverables, multimedia, audio, visual, computer-generated materials, handouts, posters, etc.)			
	4 - Exceeds	3 - Meets	2 - Nearly Meets	1 - Does Not Meet
<p>Communication aids enhance the presentation. They are prepared in a professional manner. Students effectively integrate the communication aids in their presentation to maximize audience understanding. The use of media is varied and appropriate with media not being added for the sake of use.</p>	<p>Communication aids contribute to the quality of the presentation. Students integrate the communication aids to enhance audience understanding, but the use of media is not as varied and not as well connected to the overall presentation. Appropriate information is prepared. Some material is not supported by visual aids.</p>	<p>Communication aids poorly prepared or used inappropriately. Students occasionally use the communication aids to support audience understanding - audience may be confused. The use of media is not as varied and lacks smooth transition from one medium to another. Too much or unimportant information is highlighted.</p>	<p>Communication aids are not used, or they are so poorly prepared that they detract from the presentation.</p>	