

# Oral Presentation:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Select the box which most describes student performance. Alternatively you can "split the indicators" by using the check boxes before each indicator to evaluate each item individually.

	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standards (2)	Does Not Meet Standard (1)	Score
<b>Language Use and Delivery</b> The student communicates ideas effectively	<input type="checkbox"/> Effectively uses eye contact. <input type="checkbox"/> Speaks clearly, effectively and confidently using suitable volume and pace. <input type="checkbox"/> Fully engages the audience.  <input type="checkbox"/> Dresses appropriately, <input type="checkbox"/> Selects rich and varied words for context and uses correct grammar.	<input type="checkbox"/> Maintains eye contact. <input type="checkbox"/> Speaks clearly and uses suitable volume and pace.  <input type="checkbox"/> Takes steps to engage the audience. <input type="checkbox"/> Dresses appropriately. <input type="checkbox"/> Selects words appropriate for context and uses correct grammar.	<input type="checkbox"/> Some eye contact, but not maintained. <input type="checkbox"/> Speaks clearly and unclearly in different portions. <input type="checkbox"/> Occasionally engages audience. <input type="checkbox"/> Dresses inappropriately. <input type="checkbox"/> Selects words inappropriate for context; uses incorrect grammar.	<input type="checkbox"/> Uses eye contact ineffectively. <input type="checkbox"/> Fails to speak clearly and audibly and uses unsuitable pace. <input type="checkbox"/> Does not engage audience.  <input type="checkbox"/> Dresses inappropriately. <input type="checkbox"/> Selects words inappropriate for context; uses incorrect grammar.	
<b>Organization and Preparation</b> The student exhibits logical organization.	<input type="checkbox"/> Introduces the topic clearly and creatively. <input type="checkbox"/> Maintains clear focus on the topic.. <input type="checkbox"/> Effectively includes smooth transitions to connect key points. <input type="checkbox"/> Ends with logical, effective and relevant conclusion.	<input type="checkbox"/> Introduces the topic clearly.  <input type="checkbox"/> Maintains focus on the topic.  <input type="checkbox"/> Include transitions to connect key points.  <input type="checkbox"/> Ends with coherent conclusion based on evidence.	<input type="checkbox"/> Introduces the topic.  <input type="checkbox"/> Somewhat maintains focus on the topic. <input type="checkbox"/> Includes some transitions to connect key points.  <input type="checkbox"/> Ends with a conclusion based on evidence.	<input type="checkbox"/> Does not clearly introduce the topic. <input type="checkbox"/> Does not establish or maintain focus on the topic. <input type="checkbox"/> Uses ineffective transitions that rarely connect points.  <input type="checkbox"/> Ends without a conclusion.	
<b>Content</b> The student explains the process and findings of the project and the resulting learning.	<input type="checkbox"/> Clearly defines the topic or thesis and its significance. <input type="checkbox"/> Supports the thesis and key findings with an analysis of relevant and accurate evidence <input type="checkbox"/> Provides evidence of extensive and valid research with multiple and varied sources <input type="checkbox"/> Provides evidence of complex problem solving and learning stretch. <input type="checkbox"/> Combines and evaluates existing ideas to form new insights.	<input type="checkbox"/> Clearly defines the topic or thesis. <input type="checkbox"/> Supports the thesis and key findings with evidence.  <input type="checkbox"/> Presents evidence of valid research with multiple sources.  <input type="checkbox"/> Provides evidence of problem solving and learning stretch. <input type="checkbox"/> Combines existing ideas to form new insights.	<input type="checkbox"/> Defines the topic or thesis.  <input type="checkbox"/> Supports the thesis with evidence.  <input type="checkbox"/> Presents evidence of research with sources.  <input type="checkbox"/> Provides some evidence of problem solving and learning stretch. <input type="checkbox"/> Combines existing ideas.	<input type="checkbox"/> Does not clearly define the topic or thesis. <input type="checkbox"/> Does not support the thesis with evidence.  <input type="checkbox"/> Presents little or no evidence of valid research.  <input type="checkbox"/> Shows little evidence of problem solving and learning stretch. <input type="checkbox"/> Shows little evidence of the combination of ideas.	
<b>Questions and Answers</b>	Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback.	Demonstrates knowledge of the topic by responding accurately and appropriately to questions and feedback.	Demonstrates some knowledge of the topic by responding accurately and appropriately to questions and feedback.	Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions and feedback.	