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

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