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| **ASSESSMENT RUBRIC FOR AN ORAL PRESENTATION** |

Student's name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CATEGORY** | **4 EXCELLENT (0,5)** | **3 GOOD (0,4)** | **2 NEED IMPROVEMENT (0,2)** | **1 LOW PERFORMANCE (0,1)** |
| **Organisation**  **&**  **Greetings and farewell** | The speech is always **organised** sequentially. The main ideas are shown first, and then, the secondary ones.  The student **greets and introduces** the topic to the audience. The **main idea is repeated** at the end to sum up. | The speech is **not always organised** sequentially. The main ideas are normally shown first, and then, the secondary ones. The student **greets and introduces the** topic to the audience. The main idea is not repeated at the end to sum up. | The speech is organised but **not in the logical order**: first the main ideas, and then the rest.  The student **doesn't greet** the audience or the student **doesn't introduce** the topic to the audience but the main idea is repeated at the end to sum up. | The speech **isn't organised** sequentially. The main ideas are not shown first, and then, the secondary ones. The student **doesn't greet**, the student **doesn't introduce** the topic to the audience and the main idea is not repeated at the end to sum up. |
| **Body language** | The student is continuously **orientated** to the audience. The student tries to keep **eye contact** during the speech. There aren’t any nerves expressions. | The student is **not** continuously **orientated** to the audience. The student tries to keep **eye contact** during the speech. There aren’t any nerves expressions. | The student is **not** continuously **orientated** to the audience. The student **doesn't try** to keep **eye contact** during the speech. There are some nerves expressions. | The student **isn't orientated** to the audience. The student **doesn't try** to keep **eye contact** during the speech. There are some nerves expressions. |
| **Grammar and Vocabulary** | Correct use of **grammar tenses**. The student uses a wide range of **vocabulary** and there is no repetition. | **Few** grammar **mistakes**. The student uses quite a wide range of **vocabulary** and there is not a lot of repetition. | **Some** grammar **mistakes**. The student uses some new **vocabulary** and a few new expressions. | Many **basic grammar mistakes**. The student tends to **repeat** words all the time. |
| **Materials** | The student uses **high quality material** to support the speech. And the material is used in the right way. | The student uses **good quality material** to support the speech. And the material is usually used in the right way. | The student uses the material in the right way but it is **not high quality** one and/or the other way round. | The student doesn't use the material in the right way and it is **not high quality** one. |
| **Pronunciation, Rhythm and Intonation** | The **pronunciation** is nice and both **rhythm and intonation** correspond to those expected in an oral presentation, which contributes to it being followed easily. | The **pronunciation** is often nice and both **rhythm and intonation** usually correspond to those expected in an oral presentation, which contributes to it being followed quite easily. | The student makes an effort for adopting the adequate **rhythm** and/or **intonation** but it **does not often match** that expected in an oral presentation. **Pronunciation must improve** quite a lot. | The student **does not** try to **match the rhythm or the intonation** expected in an oral presentation. **Pronunciation must improve** a lot. |