

**SITKA SCHOOL DISTRICT**

**ORAL PRESENTATION**

**RUBRICS & CHECKLISTS**

**Teacher Master Copies**

SITKA SCHOOL DISTRICT  
Kindergarten Rubric

Student \_\_\_\_\_ Date \_\_\_\_\_

| <b>Listening</b>                                | No | Sort of | Yes |
|---|----|---------|-----|
| Did you look at the person talking?             |    |         |     |
| Did you stay in your own space?                 |    |         |     |
| Did you sit quietly while the person talked?    |    |         |     |
| Did you think about what the person was saying? |    |         |     |

| <b>Oral Presentation</b>   | No | Sort of | Yes |
|--|----|---------|-----|
| Did you use a loud and clear voice?  |    |         |     |
| Did you look at the audience?  |    |         |     |
| Did you hold your body still?  |    |         |     |
| Did you show your sharing so the audience could see it?                    |    |         |     |
| Did you think about what you were going to say before you got up to speak? |    |         |     |

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Subject \_\_\_\_\_

**SITKA SCHOOL DISTRICT  
PRIMARY**

**ORAL PRESENTATION STANDARD RUBRIC**

| DIMENSIONS         | 1                        | 3                              | 5                          |
|--------------------|--------------------------|--------------------------------|----------------------------|
| IDEAS &<br>CONTENT | with no supporting       | Clear purpose with<br>details  | well supported             |
|                    | Lacking sequence         | sequence                       |                            |
| LANGUAGE           | Limited vocabulary       | vocabulary                     | vocabulary                 |
| DELIVERY           | movement with<br>contact | sporadic<br>little eye contact | posture; maintains         |
| VOCAL DELIVERY     | and expression           | volume and                     | Appropriate volume         |
| VISUALS            | of, or unrelated         | Ineffectual use of             | Visual aid<br>presentation |

Name \_\_\_\_\_ Topic of Speech \_\_\_\_\_  
 Date \_\_\_\_\_ Audience \_\_\_\_\_

**SITKA SCHOOL DISTRICT**  
**ORAL PRESENTATION STANDARD RUBRIC**  
 Grades 3-12

| <b>DIMENSIONS</b>  | <b>1</b>   | <b>2</b> | <b>3</b>  | <b>4</b>  |
|--|--|----------|---|---|
| <b>IDEAS AND CONTENT</b>   | Purpose unclear; central idea lacking; a series of random thoughts from which no central theme emerges.  |          | Purpose is reasonably clear, but the overall result could be more insightful; supporting details skimpy, general, predictable, or repetitive; knowledge of topic seems limited.                     | Purpose of conveyed manner the attention; k ideas stanc effective ar              |
| <b>ORGANIZATION</b>  | Little sense of direction or sequence, ex: details, or events seem unrelated to central idea; no clear sense of beginning or ending; noticeable information gaps.                        |          | Ideas and details in sequence, but the resulting patterns unclear, ineffective, or awkward; may be missing transitions, weak beginning or ending, misplaced details.                                | Introduction importance listener's in sequence e well; details smooth, sa         |
| <b>RAPPORT</b>   | May have misunderstood assignment or made little effort to deal seriously with topic; presents information in a style and tone inappropriate for audience's level of interest/knowledge. |          | Speaker tries to deal honestly with topic, but does not get very involved; presents information in a style and tone which may or may not be appropriate for audience's level of interest/knowledge. | Speaker ve honest; spe cares about presented i effectively r audience's knowledge |
| <b>LANGUAGE SKILLS</b>   | Speaker uses a limited vocabulary; incomplete thoughts make the presentation hard to understand or follow.   |          | Speaker's word choice is adequate but ordinary; uses clichés, redundancies, hackneyed phrases; wording may sound awkward in places.   | Speaker us lively words imagery is eloquent ye structures :                       |
| <b>PHYSICAL DELIVERY</b>   | Speaker's posture/movements detract from speech, and/or distract audience; eye contact minimal or absent.  |          | Speaker's posture stiff, tense, or overly-relaxed; postures/movements indicate nervousness, detract from presentation; eye contact sporadic or directed to a single person.                         | Speaker's p confident; c enhance th speaker m: audience.                          |
| <b>VOCAL DELIVERY</b>  | Problems with enunciation, volume, pacing; speaks in monotone; frequent pauses, unnecessary words.   |          | Generally uses appropriate enunciation, volume, pacing; uses ordinary inflection; pauses randomly; unnecessary words (um, you know) used to fill gaps.  | Speaker er effective vc inflection to enhance m thoughts/bu                       |
| <b>VISUALS</b>   | Visual aid is present but does not show careful preparation, may be unrelated to topic.  |          | Visual aid is related to presentation, but does not add meaning; preparation is adequate.   | Visual aid e carefully pl: appropriate  |
| SCORING: Speakers may receive a score of either 2 or 4 in any of the six dimensions when the speech shows characteristics from more than one dimension. For example, a speaker's ideas and content may "show clear purpose" (5), but have "skimpy supporting details" (3); thus the rating would be a 4 for ideas and content. |  |          |   |   |

**SITKA SCHOOL DISTRICT**  
**ORAL PRESENTATION CHECKLIST**  
**Grades 3-12**

| 1   | 2 | 3  | 4 | 5  | SCORE |
|---|---|--|---|--|-------|
| <b>IDEAS/CONTENT</b><br>----Purpose unclear<br>----Central idea lacking<br>----Little/no knowledge of topic<br>----Details missing  |   | ----Purpose reasonably clear<br>----Ideas could be more insightful<br>----Knowledge of topic limited<br>----Skimpy supporting details  |   | ----Clear purpose<br>----Ideas conveyed in original, insightful manner<br>----Knows topic well<br>----Effective amount of detail<br>----Holds readers' attention   |       |
| <b>ORGANIZATION</b><br>----Little sense of direction or sequence<br>----Details, events do not relate to topic<br>----No clear beginning or ending<br>----No transitions      |   | ----Ideas/details in sequence<br>----Details missing,<br>----Weak start or finish<br>----Some transitions missing  |   | ----Details fit, sequence effective<br>----Details enhance listener's interest<br>----Strong intro/satisfying conclusion<br>----Transitions work well  |       |
| <b>RAPPORT</b><br>----Little effort to deal w/topic<br>----Tone inappropriate for both audience interest and/or level of knowledge  |   | ----Tries to deal honestly with topic<br>----Style/tone may or may not be appropriate to audience interest and/or level of knowledge   |   | ----Honest, sincere, cares for topic<br>----Style and tone capitalize on audience interest and level of knowledge<br>----Speaks directly to listener   |       |
| <b>LANGUAGE SKILLS</b><br>----Limited vocabulary<br>----Incomplete thoughts make it hard to understand and follow   |   | ----Adequate, but ordinary vocabulary<br>----Awkward wording occasionally make understanding unclear   |   | ----Accurate, interesting vocabulary appropriate to topic<br>----Wording is full, rich, enhances understanding<br>----Eloquent, smooth, natural sentence structure   |       |
| <b>PHYSICAL DELIVERY</b><br>----Delivery distracting, posture and movement<br>----Minimal or absent eye contact   |   | ----Some nervous gestures, stiff, tense or too relaxed<br>----Sporadic eye contact or to one person  |   | ----Relaxed posture, confident<br>----Gestures enhance speech<br>----Maintains eye contact w/audience  |       |
| <b>VOCAL DELIVERY</b><br>----Enunciation, volume or pacing a problem<br>----Difficult to hear or understand<br>----Monotone<br>----Frequent pauses<br>----Difficult to follow |   | ----Generally uses appropriate enunciation, volume, pacing<br>----Sometimes difficult to understand<br>----Ordinary inflection<br>----Random pauses<br>----Some gap fillers (um, er, etc.) |   | ----Enunciates clearly, effective volume, pacing<br>----Easily understood<br>----Inflection conveys emotion and enhances meaning<br>----Pauses to collect thoughts or build suspense<br>----Easy to follow |       |
| <b>VISUALS</b><br>----Visual aid is present<br>----Does not show careful preparation<br>----May be unrelated to topic   |   | ----Visual aid does not add meaning<br>----Preparation is adequate<br>----Visual aid is related to presentation  |   | ----Visual aid enhances speech<br>----Carefully prepared<br>----Interesting, appropriate to topic  |       |

SCORING: Speakers may receive a score of either 2 or 4 in any of the six dimensions when the speech shows characteristics from more than one column. For example: A speaker's ideas and content may "show clear purpose" (5), but have "skimpy supporting details" (3); thus the rating would be a 4 for ideas and content.

Specific Content  
(individual  
instruction,  
objectives,  
curriculum, time  
limits, etc.)

| 1 | 3 | 5 |
|---|---|---|
|   |   |   |
|   |   |   |
|   |   |   |

Comments:

---



---



---



---



---



---



---

Time Limit:

Name \_\_\_\_\_  
Date \_\_\_\_\_

Audience \_\_\_\_\_  
Speech Topic \_\_\_\_\_