Oral Presentation: Name: Date: Score:

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 maintains 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 points. * 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 accurately and appropriately to questions and feedback. | Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions and  feedback. |  |