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.

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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.
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| **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.
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| **Content** The student explains the process andfindings 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.
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| **Questions and Answers** | Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audiencequestions 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 andfeedback. |  |