

WHS ORAL COMMUNICATIONS RUBRIC

Students should be able to:

- ✓ Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- ✓ Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ✓ Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

(MA 2011 ELA Curriculum Frameworks-Speaking and Listening Skills)

CATEGORY/ SKILLS	EXEMPLARY (4)	PROFICIENT (3)	SATISFACTORY (2)	UNSATISFACTORY (1)	SCORE
CONTENT	Presentation includes an extensive variety of relevant and compelling evidence, facts, and examples.	Presentation includes a significant variety of relevant and evidence, facts, and examples.	Presentation includes relevant evidence, facts, and examples.	Presentation does not include relevant evidence, facts, or examples.	
ORGANIZATION	<p>Presentation begins with a clearly articulated focus/thesis and presents an engaging overview of the presentation to follow.</p> <p>All elements of the presentation are skillfully organized and presented, showing a thoughtful understanding of the material and task.</p> <p>Concludes the presentation skillfully and definitively.</p> <p>Presenter easily and assuredly fields audience questions.</p>	<p>Presentation begins with a clearly articulated focus/thesis and presents an overview of the presentation to follow.</p> <p>Presentation includes all elements as specified in the task instructions, is clearly and logically organized. Execution of the task demonstrates solid understanding of the material.</p> <p>Highlights key ideas and concludes the presentation effectively.</p> <p>Presenter fields audience questions demonstrating strong knowledge of the material.</p>	<p>Presentation begins with a clear focus/thesis and suggests what is to be presented.</p> <p>Presentation includes the elements specified in the task instructions and is logically organized. Execution of the task demonstrates understanding of the material.</p> <p>Concludes the presentation definitively.</p> <p>Presenter fields audience questions demonstrating knowledge of the material.</p>	<p>Presentation does not begin with a clear focus and does not give an overview of what is to be presented.</p> <p>Presentation may be missing some elements specified in the task instructions. Presentation lacks logical organization. Execution of the task does not demonstrate adequate understanding of the task.</p> <p>Presentation has no clear end.</p> <p>Presenter may not be able to answer audience questions about the material.</p>	
LANGUAGE	<p>Word choice is deliberate, varied, sophisticated and well-suited to the task.</p> <p>Appropriately academic tone is used throughout the presentation.</p>	<p>Word choice is thoughtful, varied and suited to the task.</p> <p>Appropriately academic tone is used consistently in the presentation.</p>	<p>Word choice is appropriate for the task; some variety in language is present.</p> <p>Academic tone is used inconsistently in the presentation.</p>	<p>Word choice is not appropriate for the task and may be unnecessarily repetitive and/or informal.</p> <p>Academic tone is not used in the presentation.</p>	

CATEGORY/ SKILLS	EXEMPLARY (4)	PROFICIENT (3)	SATISFACTORY (2)	UNSATISFACTORY (1)	SCORE
<p>PRESENTATION and SPEAKING SKILLS</p> <p>Delivery Eye Contact Posture Volume</p>	<p>Presenter speaks at an unhurried, well-modulated pace, is articulate, does not use “like” “um” “kind of” etc., speaks in complete thoughts/sentences.</p> <p>Presenter maintains eye contact throughout the presentation, engaging the entire audience. Presenter refers minimally, if at all, to notes.</p> <p>Appearing at ease, the presenter stands before the audience, addressing it comfortably and directly, does not fidget or engage in mannerisms that distract from the presentation.</p> <p>Presenter effectively and effortlessly modulates voice to accommodate the room size and size of audience.</p>	<p>Presenter speaks at an appropriate, pace, avoids the use of “like” “um” “kind of” etc., and speaks in complete thoughts/sentences.</p> <p>Presenter keeps head up and maintains eye contact with the audience throughout the presentation, using notes only occasionally.</p> <p>Presenter stands up straight, addresses the audience directly, does not fidget or engage in mannerisms that distract from the presentation.</p> <p>Presenter effectively modulates voice to accommodate the room size and size of audience.</p>	<p>The presenter generally speaks in an unhurried, pace, uses filler terms such as “like” “um” “kind of” infrequently; speaks in complete thoughts/sentences.</p> <p>Presenter keeps head up and maintains eye contact with most of the audience through most of the presentation. Notes are referred to in the presentation, but are not a distraction.</p> <p>Presenter generally stands up straight and addresses the audience directly, engages only briefly (once or twice) in fidgeting or other mannerisms that distract from the presentation.</p> <p>Presenter generally modulates voice to accommodate the room size and size of audience.</p>	<p>The presenter speaks in a rushed pace, and uses terms such as “like” “um” “kind of” repeatedly. Thoughts and ideas are not always rendered in complete sentences.</p> <p>Presenter does not maintain eye contact with any members of the audience during the presentation; instead, the presentation is mostly, if not entirely, read to the audience.</p> <p>Presenter’s posture is a distraction; fidgeting or other mannerisms detract from the presentation. Presenter may be wearing a hat or headphones.</p> <p>Presenter does not modulate voice to accommodate the room size and size of audience</p>	
<p>OVERALL EFFECTIVENESS**</p>	<p>Speaker remains enthusiastic, audience attention is maintained, and the purpose of the speech/presentation is achieved</p>	<p>Speaker shows some enthusiasm, the audience remains mostly interested, and the purpose of the speech/presentation is achieved</p>	<p>Speaker shows limited enthusiasm, audience interest is not sustained, and the purpose of the speech/presentation is only partially achieved</p>	<p>Speaker lacks enthusiasm, the audience shows a lack of interest, and the purpose of the speech/presentation is not achieved</p>	

(**Category and language from Greece NY Speech Rubric)