

**ORAL PRESENTATION SCHOOL WIDE RUBRIC  
BARRINGTON MIDDLE SCHOOL GRADES 6-8**

<b>CRITERIA</b>	<b>Exceeds the standard</b>	<b>Meets the standard</b>	<b>Almost meets the standard</b>	<b>Does not meet the standard</b>
<input type="checkbox"/> <b>Language and delivery</b>	<input type="checkbox"/> Maintains meaningful and expressive <b>eye contact</b> (OC-8-2.5) <input type="checkbox"/> <b>Speaks clearly, effectively,</b> and confidently (e.g. volume, rate and articulation) (OC-8-2.5, A2a) <input type="checkbox"/> Creatively <b>engages the audience</b> (E3c) <input type="checkbox"/> Uses a creative style of presentation to suit its <b>purpose, content, and audience</b> (A2a) <input type="checkbox"/> Selects rich and varied <b>words appropriate for purpose, content, and audience</b> (A2a) <input type="checkbox"/> Always uses <b>correct grammar appropriate to context</b> (E4a)	<input type="checkbox"/> Maintains <b>eye contact</b> (OC-8-2.5) <input type="checkbox"/> <b>Speaks clearly</b> and confidently (e.g. volume and rate) (OC-8-2.5, A2a) <input type="checkbox"/> <b>Engages the audience</b> (E3c) <input type="checkbox"/> Uses a style of presentation to suit its <b>purpose, content, and audience</b> (A2a) <input type="checkbox"/> Selects <b>words appropriate for purpose, content, and audience</b> (A2a) <input type="checkbox"/> Usually uses <b>correct grammar appropriate to context</b> (E4a)	<input type="checkbox"/> Maintains some <b>eye contact</b> (OC-8-2.5) <input type="checkbox"/> <b>Speaks clearly</b> and somewhat <b>confidently</b> (e.g. volume and rate) (OC-8-2.5, A2a) <input type="checkbox"/> <b>Engages the audience at times</b> (E3c) <input type="checkbox"/> Sometimes uses a style of presentation to suit its <b>purpose, content, and audience</b> (A2a) <input type="checkbox"/> Sometimes selects <b>words appropriate for purpose, content, and audience</b> (A2a) <input type="checkbox"/> Sometimes uses <b>correct grammar appropriate to context</b> (E4a)	<input type="checkbox"/> Maintains little to no <b>eye contact</b> (OC-8-2.5) <input type="checkbox"/> <b>Speaks clearly at times</b> (e.g. volume and rate) (OC-8-2.5, A2a) <input type="checkbox"/> <b>Does not engage the audience</b> (E3c) <input type="checkbox"/> Uses a style of presentation that does not meet its <b>purpose, content, and audience</b> (A2a) <input type="checkbox"/> Rarely selects <b>words appropriate for purpose, content, and audience</b> (A2a) <input type="checkbox"/> Rarely uses <b>correct grammar appropriate to context</b> (E4a)
<input type="checkbox"/> <b>Organization and preparation</b>	<input type="checkbox"/> Creatively introduces the <b>topic clearly</b> (OC-8-1.3) <input type="checkbox"/> Maintains a <b>focus</b> (OC-8-2.2) <input type="checkbox"/> Includes smooth <b>transitions</b> between key points (OC-8-2.3) <input type="checkbox"/> Ends with <b>concise summative conclusions that includes new insights</b> (OC-8-2.3) <input type="checkbox"/> Organizes the presentation in a <b>logical way appropriate to its purpose</b> (A2b, OC – 8- 2.1) <input type="checkbox"/> Effectively uses to <b>agenda, outline, notes</b> or other <b>memory aids</b> to	<input type="checkbox"/> Introduces the <b>topic clearly</b> (OC-8-1.3) <input type="checkbox"/> Maintains a <b>focus</b> (OC-8-2.2) <input type="checkbox"/> Includes <b>transitions</b> between key points (OC-8-2.3) <input type="checkbox"/> Ends with <b>concise summative conclusions</b> (OC-8-2.3) <input type="checkbox"/> Organizes the presentation in a <b>logical way appropriate to its purpose</b> (A2b, OC – 8- 2.1) <input type="checkbox"/> Effectively uses <b>agenda, outline, notes</b> or other <b>memory aids</b> to	<input type="checkbox"/> Introduces the <b>topic</b> (OC-8-1.3) <input type="checkbox"/> Frequently maintains a <b>focus</b> (OC-8-2.2) <input type="checkbox"/> Occasionally includes <b>transitions</b> between key points (OC-8-2.3) <input type="checkbox"/> Ends with a <b>conclusion</b> (OC-8-2.3) <input type="checkbox"/> Attempts to organize the presentation in a <b>logical way appropriate to its purpose</b> ; occasionally hard to follow (A2b, OC – 8- 2.1) <input type="checkbox"/> Uses and /or sometimes reads from <b>agenda, outline, notes</b> or other	<input type="checkbox"/> Neglects to introduce the <b>topic</b> (OC-8-1.3) <input type="checkbox"/> Rarely maintains a <b>focus</b> (OC-8-2.2) <input type="checkbox"/> Rarely includes <b>transitions</b> between key points (OC-8-2.3) <input type="checkbox"/> Ends abruptly (OC-8-2.3) <input type="checkbox"/> Ineffectively organizes the presentation (A2b, OC – 8- 2.1) <input type="checkbox"/> Ineffectively uses or reads <b>agenda, outline, notes</b> or other <b>memory aids</b>

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Level 4 - Exceeds the standard - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets the standard - Indicates general competence in all standards/benchmarks

Level 2 - Almost meets the standard - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Does not meet the standard - Indicates difficulties in a majority of standard/benchmarks

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CRITERIA	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
	structure presentation, as needed (E3c)	structure presentation, as needed (E3c)	<b>memory aids</b> to structure presentation, as needed (E3c)	to structure presentation, as needed (E3c)
<input type="checkbox"/> <b>Content</b>	<input type="checkbox"/> Clearly defines <b>topic or main idea</b> (E3c) <input type="checkbox"/> Supports substantive <b>main idea with compelling evidence</b> <input type="checkbox"/> <b>Synthesizes and evaluates evidence to form insight from multiple sources</b>	<input type="checkbox"/> Clearly defines <b>topic or main idea</b> (E3c) <input type="checkbox"/> Supports <b>main idea with evidence</b> <input type="checkbox"/> <b>Effectively draws a conclusion from evidence</b>	<input type="checkbox"/> Attempts to define <b>topic or main idea</b> (E3c) <input type="checkbox"/> Supports <b>main idea with some evidence</b> <input type="checkbox"/> <b>Attempts to draw a conclusion</b>	<input type="checkbox"/> Ineffectively defines <b>topic or main idea</b> (E3c) <input type="checkbox"/> Neglects to support <b>main idea with appropriate evidence</b> <input type="checkbox"/> <b>Neglects to draw a conclusion</b>
<input type="checkbox"/> <b>Media</b>	<input type="checkbox"/> Uses well crafted appropriate <b>technology</b> and/or other <b>artifacts, materials</b> to enhance message (OC-8-2.6)	<input type="checkbox"/> Uses appropriate <b>technology</b> and/or other <b>artifacts, materials</b> to enhance message (OC-8-2.6)	<input type="checkbox"/> Uses <b>technology</b> and/or other <b>artifacts, materials</b> that does not enhance message (OC-8-2.6)	<input type="checkbox"/> Ineffectively uses technology and/or other artifacts, materials (OC-8-2.6)
<input type="checkbox"/> <b>Questions and answers</b>	<input type="checkbox"/> Thoughtfully and effectively responds to audience questions and feedback (OC-10-2.4, A2a)	<input type="checkbox"/> Effectively <b>responds to audience questions and feedback</b> (OC-8-2.4, A2a)	<input type="checkbox"/> Attempts to <b>respond to audience questions and feedback</b> (OC-8-2.4, A2a)	<input type="checkbox"/> Ineffectively responds to audience questions and feedback (OC-8-2.4, A2a)