Rubrics for Oral Presentations

ORGANIZATION:
1. Speaking shows no organization and is barely comprehensible. Ideas are lacking and organization is absent. Audience cannot understand presentation because there is no sequence of information.
2. Speaking shows poor organization and ideas are relatively incoherent or irrelevant. Speaking requires interpretation on the part of the listener.
3. Speaking shows organization and ideas are communicated in a logical sequence. Speaking is mostly comprehensible so audience can follow.
4. Speaking shows good organization and ideas are communicated in an original and logical way. Speaking is readily comprehensible and audience can follow.

FLUENCY:
1. Speech halting and uneven with long pauses and incomplete thoughts. Fluency is lacking with extensive pronunciation problems, missing intonation and constant hesitation.
2. Fluency is inadequate with inaccurate pronunciation, intonation problems and frequent hesitation. Speech is choppy and slow with frequent pauses and few incomplete thoughts.
3. Speech shows some hesitation but manages to continue and has complete thoughts. Pronunciation and intonation are relatively accurate.
4. Speech is continuous with few pauses or stumbling. Pronunciation is accurate with natural intonation and little or no hesitation.

PRONUNCIATION:
1. Frequently interferes with communication. Pronunciation is inaccurate.
2. Occasionally interferes with communication. Pronunciation is still inaccurate.
3. Does not interfere with communication. Pronunciation is adequate and relatively accurate.
4. Enhances communication. Pronunciation is accurate.

VOCABULARY:
1. Meaning is absent because of limited vocabulary and inadequate use of vocabulary.
2. Meaning is unclear through weak use of vocabulary. Somewhat inadequate and/or inaccurate use of vocabulary.
3. Meaning is clear through the use of appropriate vocabulary. Adequate and accurate use of vocabulary.
4. Meaning is very clear through use of varied and correct vocabulary and proper word choice. Rich use of vocabulary.
GRAMMAR:

1. Meaning is absent because of excessive grammatical errors. Inadequate and/or inaccurate use of basic language structures.
2. Meaning is unclear through use of little or no word order, level appropriate grammar and verb tenses. Emerging use of basic language structures.
3. Meaning is clear through use of minor errors in word order and level appropriate grammar and verb tenses. Adequate use of basic language structures.
4. Meaning is very clear through use of correct word order and syntax of the target language. Control of basic language structures.

PROJECTION:

1. Student reads all of presentation with no eye contact. Student is not animated, does not make full use of body language. Volume level of voice is poor.
2. Student occasionally uses eye contact, but still reads most of presentation. Student makes partial use of body language. Volume level of voice is inadequate.
3. Student maintains eye contact most of the time, but frequently returns to notes. Student makes good use of body language. Volume level of voice is adequate.
4. Student maintains eye contact with audience, seldom returning to notes.

SCORING:
23-24 points = A+
21-22 points = A
19-20 points = A-
17-18 points = B+
15-16 points = B
13-14 points = B-
11-12 points = C+
9-10 points = C
7-8 points = C-
5-6 points = D
1-4 points = F