**Presentation Rubric for Cultural Project Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
|  | **LEVELS** | **AND** | **GRADES** |  |  |
| CRITERIA | **Apprentice** | **Basic** | **Learned** | **Exemplary** | **Grade** |
| **Subject Knowledge &**  **Organization**  **2 points** | Audience cannot understand presentation because there is no sequence of information.  St. does not have grasp of information; St. cannot answer questions about subject.  \* the information St. gave was not valuable.  \* the information and arguments were not easy to follow.  \* St. did not stay focused; he/she strayed off topic.  \* St. was not well informed on topic.  \* St. did not present information that others didn’t know.  \* St. was not able to answer questions from the audience. | Audience has difficulty following presentation because St. jumps around.  St. is uncomfortable with information and is able to answer only rudimentary questions.  \* the information St. gave was sometimes valuable.  \* the information and arguments were not so easy to follow.  \* St. occasionally stayed focused; he/she usually strayed off topic.  \* St. was not so well informed on topic.  \* St. presented little information that others didn’t know.  \* St. was able to answer questions from the audience sometimes. | St. presents information in logical sequence which audience can follow.  St. is at ease with expected answers to all questions, but fails to elaborate.  \* the information St. gave was generally valuable.  \* the information and arguments were usually easy to follow.  \* St. generally stayed focused; he/she did not stray off topic.  \* St. was quite well informed on topic.  \* St. presented some information that others didn’t know.  \* St. was able to answer questions from the audience | St. presents information in logical, interesting sequence which audience can follow.  St. demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.  \* the information St. gave was valuable.  \* the information and arguments were easy to follow.  \* St. stayed focused; he/she did not stray off topic.  \* St. was very well informed on topic.  \* St. presented a lot of information that others didn’t know.  \* St. was able to answer questions from the audience. |  |
| **ENGLISH LANGUAGE SKILLS 3 points** | | | | |  |
| **Spoken language** | St.’s (oral) presentation has four or more pronunciation errors and/or grammatical errors. | (oral) Presentation has three pronunciation errors and/or grammatical errors. | (oral) Presentation has no more than two pronunciation errors and/or grammatical errors. | (oral) Presentation has no pronunciation errors or grammatical errors. St. used standard grammar. |  |
| **Eye Contact** | St. reads all of report with no eye contact. | St. occasionally uses eye contact, but still reads most of report. | St. maintains eye contact most of the time but frequently returns to notes. | St. maintains eye contact with audience, seldom returning to notes. |
| **Elocution & body language** | St. mumbles, incorrectly pronounces terms, and speaks too quietly for St.s in the back of class to hear. | St.’s voice is low. St. incorrectly pronounces terms. Audience members have difficulty hearing presentation. | St.’s voice is clear. St. pronounces most words correctly.  Most audience members can hear presentation. | St. uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. voice varied in pitch; it was not monotone.  used meaningful gestures. didn’t use filler words (uhm, uh, ah, mm, like).  maintained good posture. body language was not too relaxed or too tense. didn’t fidget, rock back and forth, or pace.  didn’t call attention to errors by apologizing. |
| **Way of presenting Content (delivery)** | \* St. did not use a strong attention-getting device.  \* St. did not use words that the audience could understand.  \* vocabulary used was not strong and unambiguous.  \* St. did not use facts and logical appeals where appropriate.  \* St. did not use opinions or emotional appeals where appropriate.  \* St. did not use supportive details | \* St. used a weak attention-getting device.  \* St. used words that the audience could understand 50% the time.  \* vocabulary used was not usually clear.  \* St. used some facts but not logical appeals.  \* St. occasionally used opinions or emotional appeals appropriately.  \* St. used few supportive details. | \* St. used an interesting attention-getting device.  \* St. used words that the audience could understand most of the time.  \* vocabulary used was strong and generally unambiguous.  \* St. used facts and logical appeals where appropriate.  \* St. sometimes used opinions or emotional appeals appropriately.  \* St. used some supportive details. | \* St. used a strong attention-getting device.  \* St. used words that the audience could understand.  \* vocabulary used was strong and unambiguous.  \* St. used facts and logical appeals where appropriate.  \* St. used opinions or emotional appeals where appropriate.  \* St. used many supportive details. |  |
| **Presentation Aids**  **(posters, pictures,**  **Brochure)**  **1 point** | \* Presentation aids were used during the speech but were not very relevant; they were not easy to read, to see or to hear.  \*Presentation aids contained many spelling or grammar errors. | \* Presentation aids were relevant but were not easy to read or see or to hear.  \* Presentation aids may have distracted the audience.  \* Presentation aids contained some spelling or grammar errors. | \* Visual aids were relevant and easy to read or see.\* Presentation aids did not distract the audience.\* Presentation aids contained 2-3 spelling or grammar errors.\* Audio aids were easy to hear. | \* Presentation aids enhanced the speech or reinforced main points.  \*Presentation aids were creative.  \* Presentation aids contained no spelling or grammar errors. |  |
| **Activities to check understanding**  **1 point** | The activities used were not clear or were boring or difficult to do. | The activities used were clear but did not engage the audience. | The activities used were engaging and appropriate but difficult to understand and do. | The activities used were engaging, appropriate, clear and easy to do. |  |
| **Making & reporting progress**  **I point** | St. submitted one progress report on time, did not make necessary corrections and did not go to tutorial | St. submitted one progress report on time, made necessary corrections , went to tutorial once. | St. submitted two progress reports on time, made necessary corrections and went to 2 tutorials | St. submitted progress reports on time, made necessary corrections and went to tutorials several times. |  |
|  |  |  |  | **Final Grade C.P.** |  |

**Oral Presentation Checklist for self-evaluation**

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| --- | --- | --- | --- | --- |
| **Content** | **Resources** | **Organization** | **Presentation Aids** | **Delivery** |
| \* I used a strong attention-getting device.  \* I used words that the audience could understand.  \* My vocabulary was strong and unambiguous.  \* I used facts and logical appeals where appropriate.  \* I used opinions or emotional appeals where appropriate.  \* I used supportive details.  \* The information I gave was valuable.  \* The information and arguments were easy to follow.  \* I stayed focused; I did not stray off my topic.  \* I was well informed on my topic.  \* I presented information that others didn’t know.  \* I was able to answer questions from the audience. | \* I used credible library resources.  \* I used credible Internet resources.  \* I used interviews with others as a resource.  \* I cited my resources using the appropriate format.  \* I gave credit to the resources in my speech.  \* A bibliography was available.  \* I put things into my own words.  \* I was able to answer questions from the audience. | \* I organized ideas in a meaningful way.  \* I stated my topic clearly in the introduction.  \* I included necessary background information.  \* A clear introduction was present.  \* The introduction included a statement of the main points.  \* The audience could predict the presentation’s basic structure from the introduction alone.  \* The body of the presentation contained support for the main points.  \* I used helpful transitions between main points (e.g.: “First of all…” or “Similarly…”etc).  \* Ideas flowed logically from one point to the next.q A strong conclusion was present.  \* The conclusion had a clear call to action or belief.  \* The conclusion was a creative summary of my topic.  \* The audience could distinguish the introduction, body, and conclusion. | \* Presentation aids were used during the speech.  \* Presentation aids were relevant.  \* Presentation aids enhanced the speech or reinforced main points.  \* Presentation aids did not distract the audience.  \*Presentation aids were creative.  \* Visual aids were easy to read or see.  \* Audio aids were easy to hear.  \* Presentation aids contained no spelling or grammar errors. | \* I maintained eye contact most of the time.  \* I spoke to the entire audience, not just one or two people.  \* My pronunciation was clear and easy to understand.  \* My rate of speech was not too fast or too slow.  \* My volume was not too loud or too soft.  \* My body language was not too relaxed or too tense.  \* My voice varied in pitch; it was not monotone.  \* I used meaningful gestures.  \* I used notes sparingly; I did not read from them.  \* I used standard grammar.  \* I didn’t hesitate or lose my place.  \* I didn’t use filler words (uhm, uh, ah, mm, like).  \* I didn’t call attention to errors by apologizing.  \* I didn’t fidget, rock back and forth, or pace.  \* I maintained good posture. |

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**Speaking Rubric**

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| **Apprentice** | **Basic** | **Learned** | **Exemplary** |
| · Presentation shows lack of interest.  · Speech difficult to understand.  · Lack of eye contact.  · Knowledge is minimal.  · Volume is uneven.  · Lacks focus.  · Lacks information.  · Grammatical errors. | · Presentation lacks enthusiasm.  · Speech is adequate.  · Lapses in sentence structure and grammar.  · Fact not included.  · Volume is uneven. | · Speech is clear.  · Eye contact is made intermittently.  · Grammar usually correct.  · Knowledge and facts are partially included.  · Volume is appropriate. | · Speech is clear.  · Eye contact is made.  · Grammar is conventional.  · Knowledge and facts are included.  · Volume is appropriate. |

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**Speaking Assessment Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Apprentice** | **Basic** | **Learned** | **Exemplary** |
| **Content** | \* The speaker says practically nothing.  \* The speaker focuses primarily on irrelevant content.  \* The speaker is highly egocentric. The speaker appears to ignore the listener and the situation. | \* The speaker does not provide enough content to meet the requirements of the task.  \* The speaker includes some irrelevant content. The speaker wanders off the topic.  \* The speaker adapts poorly to the listener and the situation. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language). | \* The speaker provides enough content to meet the requirements of the task.  \* The speaker focuses primarily on relevant content. The speaker sticks to the topic.  \* The speaker adapts the content in a general way to the listener and the situation.  \* The speaker uses words and concepts which are appropriate for the knowledge and experience of a general audience.  \* The speaker uses arguments which are adapted to a general audience. | \* The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.  \* The speaker adapts the content in a specific way to the listener and situation. The speaker takes into account the specific knowledge and experience of the listener, adds explanations as necessary and refers to the listener’s experience. The speaker uses arguments which are adapted to the values and motivations of the specific listener. |
| **Delivery** | \* The volume is so low that you cannot understand most of the message.  \* The rate is so fast that you cannot understand most of the message.  \* The pronunciation and enunciation are so unclear that you cannot understand most of the message. | \* The volume is too low or too loud.  \* The rate is too fast or too slow. Pauses are too long or at inappropriate spots.  \* The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as “ahs,” “uhms,” or “you knows.”  \* You are distracted by problems in the delivery of the message.  \* You have difficulty understanding the words in the message. You have to work to understand the words. | \* The volume is not too low or too loud.  \* The rate is not too fast or too slow. Pauses are not too long or at inappropriate spots.  \* The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as “ahs,” “uhms,” or “you knows”. | \* The speaker uses delivery to emphasize and enhance the meaning of the message. The speaker delivers the message in a lively, enthusiastic fashion  \* The volume varies to add emphasis and interest.  \* Rate varies and pauses are used to add emphasis and interest.  \* Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as “ahs,” “uhms,” or “you knows”. |
| **Organization** | \* The message is so disorganized you cannot understand most of the message. | \* The organization of the message is mixed up; it jumps back and forth.  \* The organization appears random or rambling.  \* You have difficulty understanding the sequence and relationships among the ideas in the message. You have to make some assumptions about the sequence and relationship of ideas.  \* You cannot put the ideas in the message into an outline. | \* The message is organized. You do not have difficulty understanding the sequence and relationships among the ideas in the message. You do not have to make assumptions about the sequence and relationships of ideas.  \* You can put the ideas in the message in an outline. | \* The message is overtly organized.  \* The speaker helps you understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing. |
| **Language** | \* The grammar and vocabulary are so poor that you cannot understand most of the message. | \* The speaker makes many grammatical mistakes.  \* The speaker uses very simplistic, bland language. The speaker uses a “restricted code,” a style of communication characterized by simple grammatical structure and concrete vocabulary. | \* The speaker makes few grammatical mistakes.  \* The speaker uses language which is appropriate for the task, e.g., descriptive language when describing, clear and concise language when giving information and explaining, persuasive language when persuading. The speaker uses an “elaborate code,” a style of communication characterized by complex grammatical structure and abstract vocabulary. | \* The speaker mades very few grammatical mistakes.  \* The speaker uses language in highly effective ways to emphasize or enhance the meaning of the message. As appropriate to the task, the speaker uses a variety of language techniques such as vivid language, emotional language, humor, imagery, metaphor, simile. |

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**Debate Rubric**

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| **Name:**  **Date:**  **Period:**  **Subject of Debate:**  **Pro or Con (Circle One) Which Side Won:** |

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| **Critria** | **Rate 1-10** | **Comments** |
| Appearance of Team (Professionally dressed.) |  |  |
| Opening statements were well organized. |  |  |
| Team members addressed remarks to the audience. |  |  |
| Opening statements were not read from cards. |  |  |
| Both team members participated equally in opening statement. |  |  |
| St.s spoke loud enough to be heard. |  |  |
| Rebuttal was specific to arguments made in the opposing team’s opening statement. |  |  |
| Both team members participated equally in the rebuttal. |  |  |
| Answers to audience questions were well thought out. |  |  |
| Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc.) |  |  |
| **Points Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100 Points** | | |

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**Speaking Rubric II**

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|  | **Apprentice** | **Basic** | **Learned** | **Exemplary** |
| **Vocal Expression-Expressiveness**  (Voice Usage) | Monotonous. | Some variation. | Enthusiastic. | Energizes the audience with enthusiasm. |
| **Vocal Expression-Clarity**  (Distinctness of the articulation and pronunciation of words) | Poor articulation. | Generally clear. | Clear throughout. | Precisely clear. |
| **Vocal Expression-Audibility**  (Appropriateness of the vocal volume used by the speaker) | Cannot be heard. | Generally audible | Audibility dropped a couple of times. | Audible throughout. |
| **Physical Expression-Eye Contact**  (Degree to which the speaker maintains eye contact with the listener(s)) | Avoids eye contact. | Some eye contact. | Much eye contact. | Involves audience with eye contact. |
| **Physical Expression – Bodily Movement**  (Movements of the entire body as well as facial expression, and to the use of gestures) | Stiff or erratic. | Some order. | Good order. | Effective order. |
| **Organization-Order**  (Sequencing of main points within the message) | No order. | Some order. | Good Order. | Effective order. |
| **Organization-Focus**  (Extent to which the central thesis is clear and the subpoints are related to this thesis) | Unclear focus (purpose). | Clear focus (purpose). | Focus (purpose) ideas well related. | Audience never loses sight of the speaker’s focus (purpose). |
| **Organization-Transitions**  (Extent to which the speaker provides internal summaries and signal words (“in the first place,” “finally,” etc.) for the listener). | No transitions. | Some transitions. | Good transitions. | Effective transitions/summaries. |
| **Support and Elaboration-Reasoning**  (Clarity and use of the reasoning process). | No support. | Some elaboration. | Good elaboration and support. | Full/effective elaboration with documentation. |
| **Support and Elaboration-Illustrating, Exemplifying, Clarifying and Documenting**  (The way the speaker works with each idea). | Reasoning unclear. | Reasoning clear. | Reasoning clear and somewhat effective. | Reasoning clear and effective. |
| **Adaptation to Audience**  (Extent to which the speaker uses language and conventions appropriate for the listener/audience). | Inadequate (unclear meaning, inappropriate style). | Adequate (appropriate use, clear meaning). | Effective (appropriate and effective style). | Audience engaged during the entire presentation. |

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