

## ORAL PRESENTATION RUBRIC.

	<b>1 (Outstanding)</b>	<b>2 (Basic)</b>	<b>3 (Needs Improvement)</b>	<b>4 (Not enough)</b>
<b>DELIVERY</b>	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points. Makes topic interesting.</li> </ul> <p>CAN ANSWER ANY TYPE OF QUESTION RELATED TO THE TOPIC</p> <p>POSITIVE BODY LANGUAGE</p>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection.</li> </ul> <p>NEUTRAL BODY LANGUAGE.</p> <p>CAN ANSWER SOME QUESTIONA RELATED TO THE TOPIC.</p>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection.</li> </ul> <p>CAN HARDLY ANSWER ANY QUESTION BUT SHOWS WILL.</p>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/ or monotonous tone, which causes</li> </ul> <p>CAN'T ANSWER QUESTIONS ABOUT THE TOPIC.</p>
<b>CONTENT/ ORGANIZ.</b>	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>ENTHUSIASM/ AUDIENCE AWARENESS</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>
<b>USE OF ENGLISH</b>	<p>- Student was able to express their ideas and responses with ease in proper sentence structure and tenses.</p> <p>- Pronunciation was very clear and easy to understand.</p> <p>- Rich, precise and impressive usage of vocabulary words learned in and beyond of class.</p> <p>- Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.</p> <p>- Speech is effortless and smooth with speed that comes close to that of a native speaker.</p>	<p>- Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.</p> <p>- Pronunciation was good and did not interfere with communication</p> <p>- Student utilized the words learned in class, in an accurate manner for the situation given.</p> <p>- Student was able to comprehend and respond to most of the questions and topics that were being discussed.</p> <p>- Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.</p>	<p>- Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.</p> <p>- Student was slightly unclear with pronunciation at times, but generally is fair.</p> <p>- Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.</p> <p>- Student fairly grasped some of the questions and topics that were being discussed.</p> <p>- Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.</p>	<p>- Student was difficult to understand, quiet in speaking, unclear in pronunciation.</p> <p>- Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.</p> <p>- Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding</p> <p>- Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand</p> <p>- Student had difficulty understanding the questions and topics that were being discussed.</p>
<b>COMMENTS.</b>				