

Quakertown Community School District
ORAL PRESENTATION RUBRIC (K-12)

FOCUS	CONTENT	ORGANIZATION	VOICE/TONE	CONVENTIONS
The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within the presentation using transitional devices and including introduction and conclusion.	The verbal public speaking skills of volume, tone, and speed.	Non-verbal public speaking skills as well as a level of choice, use, and arrangement of words and sentence structures.

CRITERIA	FOCUS	CONTENT	ORGANIZATION	VOICE/TONE	CONVENTIONS
LEVEL 4 EXCEEDS THE STANDARD	<ul style="list-style-type: none"> Focuses complete attention on the (question) topic and the findings 	<ul style="list-style-type: none"> Incorporates a substantial amount of research and knowledge (facts, dates, and information) into the presentation Develops and presents ideas differently from those ideas in the written report (does not read directly from written report or notecards but rather embellishes information from the report) Displays knowledge by responding thoroughly to audience's questions Exhibits clear and accurate information 	<ul style="list-style-type: none"> Grabs hold of the audience's attention and includes a clear, articulate statement of the topic with a defined middle and conclusion 	<ul style="list-style-type: none"> Speaks loudly and clearly Uses a tone that engages the audience Maintains consistent control of pace/speed 	<ul style="list-style-type: none"> Demonstrates excellent control of spoken language, i.e., uses precise word choice and a variety of sentence structures Demonstrates clear control of non-verbal communication (no notice-able habits) Maintains consistent eye contact Maintains poise throughout presentation
LEVEL 3 MEETS THE STANDARD	<ul style="list-style-type: none"> Focuses most attention on the (question) topic and the findings 	<ul style="list-style-type: none"> Incorporates an adequate amount of research and knowledge (facts, dates, and information) into the presentation Selects and presents some ideas from those in the written report (does not read directly from written report or notecards) Responds to most of the audience's questions Exhibits generally accurate information 	<ul style="list-style-type: none"> Demonstrates a clear, articulate statement of the topic with a defined middle and conclusion 	<ul style="list-style-type: none"> Uses clear speech most of the time Uses a tone appropriate to the audience Generally maintains pace/speed but sometimes speaks too slowly or too quickly 	<ul style="list-style-type: none"> Demonstrates clear control of spoken language, i.e., uses precise word choice and a variety of sentence structures Demonstrates control of non-verbal communication (few notice-able habits) Frequently maintains eye contact Maintains poise through most of the presentation
LEVEL 2 BELOW THE STANDARD	<ul style="list-style-type: none"> Focuses some attention on the (question) topic and the findings 	<ul style="list-style-type: none"> Incorporates a limited amount of research and knowledge (facts, dates, and information) into the presentation Selects and presents most ideas from those in the written report (reads most of the information directly from written report or notecards) Responds to some of the audience's questions Presents some inaccuracies in information 	<ul style="list-style-type: none"> Arranges ideas in a confused or inconsistent manner Includes only two of the following: <ul style="list-style-type: none"> ➢ A statement of the topic ➢ A middle ➢ A conclusion 	<ul style="list-style-type: none"> Occasionally uses clear speech Attempts to use a tone appropriate to the audience Often speaks too slowly or too quickly 	<ul style="list-style-type: none"> Demonstrates limited control of spoken language, i.e., uses precise word choice and a variety of sentence structures Demonstrates limited control of non-verbal communication (noticeable habits that distract the audience) Occasionally makes eye contact Moves occasionally in a distracting manner
LEVEL 1 LITTLE EVIDENCE OF THE STANDARD	<ul style="list-style-type: none"> Focuses little attention on the (question) topic and the findings 	<ul style="list-style-type: none"> Incorporates a minimal amount of research and knowledge (facts, dates, and information) into the presentation Selects and presents all ideas from those in the written report (reads directly from written report or notecards) Rarely knows answers to the audience's questions Presents inaccurate information 	<ul style="list-style-type: none"> Presents random, disconnected, or unfocused information Presents random, disconnected information with little or no evidence of a statement of the topic, a defined middle and/or conclusion 	<ul style="list-style-type: none"> Uses unclear speech Rarely changes tone/monotone Lacks control of pace/speed 	<ul style="list-style-type: none"> Demonstrates minimal control of spoken language, i.e., precise word choice and a variation of sentence structures Demonstrates minimal control of non-verbal communication (many noticeable habits) Rarely makes eye contact Consistently moves in a distracting manner