**Oral Presentation Rubric**

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| **NONVERBAL SKILLS** |
| EYE CONTACT  | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.  | Consistent use of direct eye contact with audience, but still returns to notes.  | Displayed minimal eye contact with audience, while reading mostly from the notes.  | No eye contact with audience, as entire report is read from notes.  |
| BODY LANGUAGE  | Movements seem fluid and help the audience visualize.  | Made movements or gestures that enhances articulation.  | Very little movement or descriptive gestures.  | No movement or descriptive gestures.  |
| POISE  | Student displays relaxed, self-confident nature about self, with no mistakes.  | Makes minor mistakes, but quickly recovers from them; displays little or no tension.  | Displays mild tension; has trouble recovering from mistakes.  | Tension and nervousness is obvious; has trouble recovering from mistakes.  |

**VERBAL SKILLS**

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| ENTHUSIASM  | Demonstrates a strong, positive feeling about topic during entire presentation.  | Occasionally shows positive feelings about topic.  | Shows some negativity toward topic presented.  | Shows absolutely no interest in topic presented.  |
| ELOCUTION  | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.  | Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.  | Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.  | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.  |

**CONTENT**

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|  SUBJECT KNOWLEDGE  | Student demonstrates full knowledge by answering all class questions with explanations and elaboration.  | Student is at ease with expected answers to all questions, without elaboration.  | Student is uncomfortable with information and is able to answer only rudimentary questions.  | Student does not have grasp of information; student cannot answer questions about subject.  |
| ORGANIZATION  | Student presents informationin logical, interesting sequence which audience can follow.  | Student presents information in logical sequence which audience can follow.  | Audience has difficulty following presentation because student jumps around.  | Audience cannot understand presentation because there is no sequence of information.  |
| MECHANICS  | Presentation has no misspellings or grammatical errors.  | Presentation has no more than two misspellings and/or grammatical errors.  | Presentation has three misspellings and/or grammatical errors.  | Student’s presentation has four or more spelling and/or grammatical errors.  |