

## Oral Presentation Rubric : TUSC Presentation Evaluation

Teacher Name: **Mrs. Wiggins**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Communication: Introduction</b>	The student addresses the TUSC members and other adults in the room. He/She/They has an EFFECTIVE LEAD that arouses the curiosity and interest of the audience.	The student addresses the TUSC members and other adults in the room and has ATTEMPTED A LEAD. He/She/They engages the audience somewhat.	The student DOES NOT ADDRESS the audience. There is some lead-in and it doesn't pique the audience.	The student merely tells the audience what they are going to do. Ex: I'm doing the demonstration.
<b>Communication: Posture &amp; Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with EVERYONE in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room MOST OF THE TIME.	Sometimes stands up straight and establishes eye contact. May only LOOK AT ONE OR TWO PEOPLE.	Slouches and/or DOES NOT MAKE EYE CONTACT during the presentation.
<b>Communication: Elocution</b>	Speaks CLEARLY and DISTINCTLY. He/She/They correctly pronounces all words. He/She/They is LOUD ENOUGH to be heard.	Speaks FAIRLY CLEARLY and DISTINCTLY. He/She/They MISPRONOUNCES ONE or TWO WORDS. He/She/They could SPEAK A LITTLE LOUDER.	Speaks fairly clearly and distinctly. He/She/They MISPRONOUNCE and STUMBLES on some words. He/She/They is DIFFICULT to hear.	Often mumbles or can not be understood OR MISPRONOUNCES SEVERAL WORDS. He/She/They is DIFFICULT TO HEAR.
<b>Communication: Enthusiasm</b>	Facial expressions and body language generate a STRONG interest and enthusiasm about the topic in others.	Facial expressions and body language IS USED to generate interest and enthusiasm about the topic in others.	Facial expressions and body language SOMETIMES generate interest and enthusiasm about the topic in others.	VERY LITTLE USE of facial expressions or body language to generate interest and enthusiasm about the topic in others.
<b>Communication: Conclusion</b>	Wraps up the presentation nicely. Leaves the audience with a CLEAR MESSAGE. It's obvious that the presentation is over.	Wraps up the presentation. Leaves the audience SOME KIND OF MESSAGE.	Has some kind of conclusion, although it may be weak. It MAY LEAVE AUDIENCE WITH SOME QUESTIONS.	The student merely sits down at the end of the presentation. There is NO CONCLUSION.
<b>Planning Skills: Preparedness</b>	Student is COMPLETELY PREPARED and has OBVIOUSLY REHEARSED. He/She/They has all props or materials ready.	Student seems pretty prepared but MIGHT HAVE NEEDED A COUPLE MORE REHEARSALS. He/She/They has most of their materials.	The student is somewhat prepared, but IT IS CLEAR THAT REHEARSAL IS LACKING. He/She/They is missing some key materials.	Student does not seem at all prepared to present.
<b>Knowledge: Subject Knowledge</b>	Completes the task THOROUGHLY and EFFECTIVELY. Shows signs of creativity. Leaves no unanswered questions	Completes the tasks WELL. There are some signs of creativity. There are a few unanswered questions.	Completes the task. There are SOME MISSING components. Information may be lacking. Little creativity.	Hasn't completed the task effectively. There are many things missing.