

Name _____

Individual Oral Presentation Rubric

Total Score = _____/40

	5	3	1
prepare oral presentations	Student has obviously prepared for the presentation. Spoken presentation is planned, and creative element, if applicable, demonstrates time and effort.	Student is underprepared for the presentation. Spoken presentation is planned, but not rehearsed adequately. Creative element, if applicable, demonstrates little time and effort.	Student has not prepared for the presentation. Spoken presentation is obviously unplanned, creative element, if applicable, is absent.
deliver oral presentation	Student delivers presentation willingly.	Student delivers presentation with coaxing.	Student refuses to deliver presentation.
select vocabulary, tone, and style with audience in mind	Student stays in the formal register, characterized by clear pronunciation, proper grammar, and enough background information to make the message clear and understandable.	Student breaks occasionally from the formal register, with some lapses in pronunciation, grammar, and/or inadequate background information.	Student does not use the formal register. Pronunciation is unclear, slang is used, and/or background information is left out.
state points clearly and directly	Student moves quickly to the point and maintains focus throughout the presentation.	Student occasionally strays from the central points of the presentation.	Student does not have a clear focus. Presentation rambles as if student is searching for a point.
exhibit confidence when speaking	Student is calm throughout the presentation. Student is undistracted by lapses in audience courtesy.	Student appears apprehensive at times and may be occasionally distracted by lapses in audience courtesy.	Student is visibly nervous about presenting and/or is clearly driven off topic by lapses in audience courtesy.
use appropriate facial expressions and gestures or motions to add to what is being said	Students facial expressions reinforce the message of the presentation (somber if topic is somber, positive if topic is positive, etc.). Student uses gestures to clarify points as necessary, especially when referring to a visual element.	Student facial expressions are occasionally incongruous with the message of the presentation. Gestures are occasionally made that are irrelevant to the points of the presentation.	Students facial expressions are in stark contrast with the message of the presentation (smiling when topic is somber, for example). Gestures are made that distract from the message of the presentation.
use proper posture and stance when speaking	Student stands tall, faces audience, and makes direct eye contact with a range of audience members	Student occasionally slouches, turns from the audience, and/or focuses on a particular audience group or member	Student slouches or leans on a prop. Student does not face or make eye contact with the audience.
match vocabulary, tone, and volume to the audience, purpose, and topic of the message.	Student chooses vocabulary that is specific and clarifying. Student matches tone to the topic of the presentation. Student speaks at a volume that is clearly audible to all audience members.	Student occasionally uses vocabulary that is not specific. Occasionally, the student's tone is incongruous with the topic. At times, the presenter is not clearly audible to the entire audience.	Student uses limited vocabulary that is unspecific or not clarifying. The students tone is entirely incongruous with the topic. The presenter is not audible to all audience members.