**Oral Presentation Rubric (Formal Speaking) – Grade 8 Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message** | **Central idea or thesis** | You established a central idea or topic which was highly engaging and thoroughly developed and supported. | You established a central idea or topic which was focused, coherent & clear. | You needed some help developing a clear and focused topic. Before you begin your presentation, be clear about what you are trying to say and map out how you will stay focused. | Think about what you are really trying to say and how you can communicate this to others in a way that is clear and informative. Spend lots of time planning before you begin your presentation. |
| **Awareness of audience and purpose** | The audience and purpose have obviously been part of the planning. There is clear attention to developing the audience’s understanding and engagement in the topic. | There is a clear understanding of who will be responding to the presentation and why the information is being delivered. Potential misunderstandings have been addressed. | There is some lack of attention to the audience and purpose for the presentation. More thought needs to be given to how to deliver the intended message in the most impactful way. | Who will be listening to this presentation? Why are you creating this message? How can you capture your audience’s attention and give them the information they need? |
| **Organization and Coherence** |  **Strong Beginning/****Introduction** | You introduced the topic in an informative and highly engaging way. Your audience wanted to hear more! | You introduced the main idea of your topic in a correctly constructed way. Your audience knew what was going to happen in your presentation. | You needed help in deciding how to introduce your topic. Before you begin to construct your oral presentation, think about what you really want to say and how to say it in an interesting way. | You had some trouble introducing your topic and engaging your audience. What is your message? Who is your audience? How can you hook your audience? |
| **Logical Body/****Information** | You provided specific content, elaborated on your topic and provided a sequence that was highly interesting and informative. | You independently provided important content, stuck to your topic and grouped related ideas together. The audience was able to follow your presentation. | With help, you were able to deliver your information in a logical and informative way. Think about the order of your ideas and how to create interest before and during the construction of your presentation. | You had some trouble organizing your thoughts and providing enough information to support your message. Think about what ideas are most important. How can you expand on your thinking? How does one idea relate to the next? |
| **Effective Conclusion** | You presented a creative and exciting ending using correct sequencing that creatively summed up your presentation. | You presented a logical ending using correct sequence that effectively summed up your presentation. | A more logical ending would help. Support was required to correctly sequence your ending. | Think about sequencing before you construct your presentation. What information do you want to leave your audience thinking about? |
| **Style and** **Language Choices** | **Speech****Enunciation\****Pronunciation** | You showed confidence in your ability to deliver your message orally. You attended to clarity, pronunciation, speed and enunciation with great skill.  | You independently applied the conventions of oral language including speaking clearly and enunciating words. Your pace/speed of speech was suitable and pronunciation of words was correct. Slang (wanna, gonna, shoulda, etc were avoided). | You were able to deliver your message with some degree of clarity and proper enunciation. More practice before presenting would help you with this. Recording yourself is another good strategy. Select the parts of speech that are limiting effectiveness. Focus on one or two at a time, than work on the others. | You had some difficulty with being clear during your presentation. Which words and sentences are giving you some challenge? How can you make the beginnings and endings of words more clear? |
| **Non-verbal cues and conventions** | You showed a strong command of your non-verbal skills to enhance meaning and consistently engage your audience. Voice modulation, expression, tone and gestures were skillfully used  | You used voice modulation, tone and gestures expressively to enhance the meaning of your presentation. | With some reminders, you used some non-verbal skills to enhance your presentation. Practice with a partner, using voice modulation, tone and gestures to capture and hold attention. | You had trouble using non-verbal cues and conventions effectively. How does voice modulation contribute to audience engagement? How can you use your body to hold attention and express your ideas? Videotaping yourself might help. |
| **Transitions** | The quality of speech is taken to the next level through the consistent use of appropriate transitions. Organization and flow is of high quality because of how transitions are used.  | Transition words or phrases are used to improve quality of the message by assisting organization and flow.  | With help, you were able to transition from one idea to the next. How can you connect your ideas in a way that makes sense and is interesting at the same time? | You had some trouble moving from one idea to the next in your presentation. How are your ideas linked? What words are transition words? |

**Feedback:**