# Oral Presentation Rubric (Grades 4–12)

## Criterion 1: Content

| Strong | Middle | Weak |
|---|---|---|
| Ideas are focused and supported with relevant details and examples. Content is relevant for the task. | The topic is fairly broad, but is focused on relevant content. Support is attempted, but doesn't go far enough. | There is little controlling idea, the speaker is still in search of a topic, or the length is not adequate for development. |
| Information is accurate. | Ideas are reasonably clear, but there are some problems with accuracy. | Information is limited, unclear, or incorrect. |
| The speaker has chosen the most significant information and stays with the topic. | The speaker generally stays on the topic, but doesn't develop a clear theme. | Everything seems as important as everything else. |
| The speaker anticipates the information needs of the audience, adapts content to the listeners' background, and/or refers to listeners' experience. | The listener is left with questions. There seems to be some "holes" in the information. | The presentation may be repetitious or sound like a collection of disconnected thoughts. |

## Criterion 2: Organization

| Strong | Middle | Weak |
|---|---|---|
| The speaker helps the listener understand the sequence of ideas through organizational aids such as previewing the organization, using transitions, and summarizing, Listeners can put the ideas in an outline. | The sequence and relationships are fairly easy to follow, but sometimes you have to make assumptions to connect the ideas. An outline of the ideas requires inferences. | Ideas that go together are not put together. Listeners would have trouble putting the ideas into an outline. |
| The opening draws the listener in; the closing leaves a sense of closure and resolution. | The presentation has a recognizable opening and closing, but there is little sense of anticipation or closure. | There is no opening or closing. |
| Details seem to fit where they're placed. | Sequencing is sometimes awkward. Some details don't seem to fit where they're placed. | Sequencing is confusing. |

## Criterion 3: Delivery

| Strong | Middle | Weak |
|---|---|---|
| Volume is loud enough to be heard and understood. Volume is intentionally used to keep the listener's attention and/or enhance the points being made. | The speaker can be heard and volume doesn't distract the listener, but neither does volume draw attention to important points. | The speaker can't be heard and/or changes in volume distract the listener from understanding the points being made. |
| Visual aids are used effectively to support and enhance meaning. | Visual aids, while understandable, don't add much to the presentation. | Visual aids are confusing, do not relate to the point being made, or distract the listener. |
| Pronunciation and enunciation are clear enough to be understood and are used to emphasize important points. | Pronunciation and/or enunciation are generally clear enough to be understood, but are not used effectively to underscore important points. | Pronunciation and/or enunciation detract from being able to understand the speaker. |
| The speaker exhibits very few disfluencies, such as "ah," "um," and "you know." | While the speaker exhibits disfluencies, they don't detract from the presentation enough to interfere with meaning. | Disfluencies, such as "um," "ah," and "you know," detract from understanding what is being said. |
| There is little in the presenter's demeanor, dress, or mannerisms that distract the listener from the message | The presenter's demeanor, dress, or mannerisms sometimes distract the listener, but meaning is not disrupted. | The presenter's demeanor, dress, or mannerisms distract the listener to the extent that meaning is disrupted. |
| Pacing is right for the audience. The speaker knows when to slow down and when to speed up. | Pacing is fairly good, but at times the speaker goes too fast or too slow for the listeners to keep up. | Pacing is awkward. The listener wants the speaker to either get on it or not go so quickly. |
| Sentences are varied and easy to listen to and understand. They attract and hold attention. | Sentences are usually correct and can be understood, but generally lack the flair that maintains attention. | Sentences either ramble, are choppy, or are awkward. Sentence structure might all be the same and so become boring. |

## Criterion 4: Language Use

| Strong | Middle | Weak |
|---|---|---|
| Words and phrases are accurate, to the point, create pictures in the listener's head, and/or result in emphasizing the intended points. | The speaker uses bland language that, while not detracting from the message, does little to enhance it. | Grammar and vocabulary detract from being able to understand the speaker's message. |
| The speaker consciously uses language techniques such as vivid language, emotional language, humor imagery, metaphor, and simile. | Words and grammar are accurate and communicate, but don't capture the listener's attention. | Word and phrases either sound like a thesaurus on the loose or are so nondescript, such as "thing" and "stuff" that the listener looses attention. The speaker might use jargon or clichés. Words are used incorrectly. |

*Source:* Some wording based on the *6 + 1 Trait™ Writing Assessment Scoring Guide*; the oral presentation rubric *On-Demand Speaking* (Massachusetts Department of Education, 1998); and other oral presentation rubrics of unknown provenance. Adapted by permission where applicable.