Name: _____   Teacher:

Date Submitted: _____   Title of Work: _____

	Criteria				Points
	4	**3**	**2**	**1**	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	____
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	____
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	____
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	____
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.	____
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	____
				Total---->	___

Teacher Comments:

Figure 2. "Classroom-Friendly" Generic Rubric for Oral Presentations - Intermediate Level Learners

	Exemplary —4—	Accomplished —3—	Developing —2—	Beginning —1—
Comprehen-sibility	Listeners can understand all of the presentation.	Listeners can understand almost all of the presentation.	Listeners can understand the main ideas and some details.	Listeners can understand some phrases or sentences.
Connected Language	Speaks in paragraphs to describe, tell about a sequence of events, or express thoughts.	Speaks in sentences to describe, tell about a sequence of events, or express thoughts.	Sentences are loosely connected.	Phrases and sentences are unconnected.
Language Control	Makes rare grammar or vocabulary errors in prepared speech.	Makes some grammar or vocabulary errors in prepared speech.	Makes frequent grammar or vocabulary errors in prepared speech.	Makes so many errors that it appears speech was not prepared.
Vocabulary Use	Uses many familiar and new words, phrases, and expressions. Not repetitive.	Uses an adequate range of familiar and new words, phrases, and expressions. Occasionally repetitive.	Uses familiar and a few new words, phrases, and expressions. Repetitive.	Uses very basic vocabulary and memorized phrases. Very repetitive.
Communication Strategies	May glance at notes. No noticeable pauses or hesitations.	May rely on notes several times. A few noticeable pauses or hesitations.	Relies on notes often. Frequent noticeable pauses or hesitations.	Unable to speak without reading notes.