

# Oral Presentation Rubric: T.U.S.C. Presentation Evaluation

Teacher Name: **Mrs. Wiggins and Ms. Shipley**

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

CATEGORY	Level 1	Level 2	Level 3	Level 4
<b>Communication - Introduction</b>	The student merely tells the audience what they are going to do. Ex: I'm doing the demonstration.	The student does not address the audience. There is some lead-in and it doesn't pique the audience's interest.	The student addresses the TUSC members and other adults in the room and has attempted a lead. He/She engages the audience somewhat.	The student addresses the TUSC members and other adults in the room. He/She has an effective lead that arouses the curiosity and interest of the audience.
<b>Communication- Posture and Eye Contact</b>	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact. May only look at one or two people.	Stands up straight and establishes eye contact with everyone in the room most of the time.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.
<b>Communication - Elocution</b>	Often mumbles or can not be understood OR Mispronounces several words. He/She is difficult to hear.	Speaks fairly clearly and distinctly. He/She mispronounces and stumbles on some words. He/She is difficult to hear.	Speaks fairly clearly and distinctly. He/She mispronounces one or two words. He/She could speak a little louder.	Speaks clearly and distinctly. He/She correctly pronounces all words. He/She is loud enough to be heard.
<b>Communication - Enthusiasm</b>	Very little use of facial expressions or body language. The presentation seems lifeless.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat forced.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.
<b>Knowledge – Listening Skills</b>	Seldom listens and/or makes distracting noises or movements. Puts head down or seems disinterested	Occasionally attentive, but is not distracting to presentation.	Usually attentive, but is not distracting to presentation.	Is an active listener. Makes no distracting noises or movements.
<b>Communication – Conclusion</b>	The student merely sits down at the end of the presentation. There is no conclusion.	Has some kind of conclusion, although it may be weak. It may leave the audience with some questions.	Wraps up the presentation. Leaves the audience some kind of message.	Wraps up the presentation nicely. Leaves the audience with a clear message. It's obvious that the presentation is over.
<b>Planning Skills - Preparedness</b>	Student does not seem at all prepared to present.	The student is somewhat prepared, but it is clear that rehearsal was lacking. He/She is missing some key materials.	Student seems pretty prepared but might have needed a couple more rehearsals. He/She has most of their materials.	Student is completely prepared and has obviously rehearsed. He/She has all props or materials ready.
<b>Knowledge – Subject Knowledge</b>	Hasn't completed the task effectively. There are many things missing.	Completes the task. There are some missing components. Information may be lacking. Little creativity.	Completes the tasks fairly well. There are some signs of creativity. There are a few unanswered questions.	Completes the task thoroughly and effectively. Shows signs of creativity. Leaves no unanswered questions