

Task Component	ORAL PRESENTATION RUBRIC			
	4 Points Each	3 Points Each	2 Points Each	1 Point Each
<b>Content</b>	Thoroughly & clearly states the main points and precise details that are accurately focused on the topic/task.	States clearly the relevant points and details that are accurately focused on the topic/task.	States most of the relevant points and details that focus on the topic/task. May include some unfocused information.	States few relevant points and details that focus on the topic/task.
<b>Organization</b>	Provides an accurate and thorough specific structure, sequence or pattern for the information being presented.	Provides an accurate specific structure, sequence or pattern for the information being presented.	Provides some structure, sequence or pattern for the information in sections of the presentation.	Provides little or no structure, sequence or pattern for the information being presented.
<b>Delivery</b>	Effectively and creatively delivers the information while accurately keeping to the purpose, context as well as the audience.	Effectively delivers the information while accurately keeping to the purpose, context as well as the audience.	Delivers the information but does not keep to the purpose, or context or the audience throughout the presentation.	Little or no attempt is made to keep to the purpose, context or audience in the delivery of the information.
<b>Presentation</b>	Effectively enhances the presentation by accurate use of voice, posture, eye contact, gestures and pacing.	Appropriate use of voice, posture, eye contact, gestures, and pacing during the presentation.	Inappropriate use of voice, posture, eye contact, gestures, or pacing is apparent but does not interfere with the message being presented.	Inappropriate use of voice, posture, eye contact, gestures or pacing interfere with the message being presented.
<b>Preparation</b>	Presentation showed detailed preparation as well as practice in the delivery. Visual aids enhance the presentation.	Presentation showed adequate preparation as well as practice in the delivery. Visual aids were appropriately used.	Presentation showed some preparation as well as some practice in delivery. Use of visual aids were helpful to the presentation at times.	Presentation was lacking in needed preparation as well as in practice in the delivery. Little or no attempt to use visual aids.
<b>PowerPoint</b>	Presentation showed an extensive use of PowerPoint features and their use enhance the overall presentation.	Presentation used many of the PowerPoint features and their use enhanced the overall presentation.	Presentation used only a few of the PowerPoint features or their use detracted from the overall presentation.	Presentation demonstrated little or no use of PowerPoint features. (e.g. builds, transitions, sound)

(Total Points x 4) + 4 = (Total Score)

<b>WRITING PROJECT RUBRIC</b>				
<b>Task Component</b>	<b>4 Points Each</b>	<b>3 Points Each</b>	<b>2 Points Each</b>	<b>1 Point Each</b>
<b>Meaning</b>	Meaning is clearly evident. Writer has clearly expressed a deep understanding of its complexities. There are no questions for the reader regarding the topic.	Meaning is evident. Writer had defined and explained the topic and demonstrates a reasonable understanding of various levels of meaning for the topic. The reader may have a question or two, but most information is present.	Meaning is confused, but the topic is evident. The writer has addressed the topic on one level, but leaves several questions for the reader.	Meaning is very confused and/or the reader is unsure of the topic. The writer may have alluded to the topic, but leaves several questions for the reader.
<b>Development</b>	The piece is very well developed. Ideas are clear and comprehensible, well supported, and well delineated.	The piece is well developed. Ideas are clear, supported, and explained.	Development is evident, but the writer has explored few options for discussion and ideas are somewhat unclear and/or minimally supported.	Development of the piece is unclear. Ideas are stated, but not supported. Little is explained.
<b>Organization</b>	An appropriate style of organization is skillfully applied to the piece. There is a clear beginning, middle, and end. The writer has an obvious grasp on the necessary style of the piece.	An appropriate style of organization has been applied to the piece. There is a clear beginning, middle, and end. The writer displays an understanding of organization.	Organization is confused, but does not hinder understanding of the piece. The beginning, middle, and end may not be clear. Writer may be confused about the style of organization appropriate for the piece.	The organization of the piece is unclear and hinders understanding. Writer does not understand the appropriate style of organization for the piece.
<b>Language Use</b>	Style is fluent and language use is confident, appropriate, and well developed. The writer has an obvious command of the written word, semantics, personal style, and voice.	Style is clear and well developed. The writer understands language use and is developing a clear personal style.	The writer's ideas are clear and language use does not hinder the development of a personal style and voice that is emergent.	Language use is stilted and/or underdeveloped. The writer has not demonstrated any type of personal style or voice.
<b>Conventions</b>	The writer has an obvious command of the spelling, grammar, and mechanics of the language.	The writer has a very good command of the conventions of the language and few errors are present. None of the errors hinder understanding.	The writer has a basic command of the language. Errors present do not hinder understanding, but are more frequent and obvious.	The writer's command of the language is tentative. The errors hinder understanding and are very frequent.

**Total Points x 5 = (Total Score)** \_\_\_\_\_

### **PRE-REQUISITE SKILLS**