

## Oral Presentation Evaluation Rubric

### 1. Communicative success (corresponding to EEO #1)

It is very clear that the student is able to communicate all of his or her ideas (expected at this level) relating to the topic of the presentation/discussion in an appropriate manner. When a communication-related problem occurs, the student uses one or more strategies or devices to present ideas in a different way that leads to communicative success. The pace and rhythm of speech allow the audience/interlocutor(s) to follow.	10
The student communicates effectively and is able to express in a clear manner most of his or her ideas (expected at this level) relating to the topic of the presentation/discussion. When a communication-related problem occurs, the student uses strategies or devices to present ideas in a different way; however, this occasionally confuses the interlocutor(s) and/or leads to a communication break-down. The pace and rhythm almost always allow the audience/interlocutor(s) to follow, yet there is a slightly noticeable increase or decrease.	8
The student communicates some ideas effectively but avoids or backs away from expanding certain ideas more thoroughly. The student does not acknowledge communication-related problems and/or refuses to deal with them during the presentation/discussion. The pace and rhythm allow the audience/interlocutor(s) to follow, yet there are several times when sentences are not completed or seem rushed.	6
The student depends on (seemingly) memorized, scripted speech only and does not use inventive, organizational tools to communicate, thereby restricting the amount and quality of communicative success. The student does not recognize communication-related problems with any interlocutor(s), when applicable. The pace and rhythm are either too fast or too slow during the majority of the presentation.	4
It is obvious that the student has not used any organizational, drafting, or editing tools to prepare for the presentation/discussion. There is little demonstrated ability to communicate ideas in a coherent manner. The pace and rhythm are much too fast or too slow throughout the entire presentation.	2
The student does not participate/attend or abandons the presentation/discussion.	0

### 2. Sociolinguistic competence; Vocabulary choices/use (corresponding to EEO #2)

The student always displays awareness of sociolinguistic appropriateness for his or her audience/interlocutor(s). This includes primarily the use of vocabulary that is appropriate for the level of formality/informality of the presentation/performance. This also includes using complete vs. incomplete types of sentences (as appropriate for the context) and different sentences structures (as appropriate for the context).	10
The student regularly displays awareness of sociolinguistic appropriateness for his or her audience/interlocutor(s); however, there are occasional mistakes or oversights regarding level of formality/informality of vocabulary, sentence structure types, and types of sentences (complete vs. incomplete, as appropriate for the context).	8
The student has a vague idea of sociolinguistic appropriateness, but there are several mistakes or oversights regarding level of formality/informality of vocabulary and sentences types.	6
The student only uses appropriate sociolinguistic elements randomly with an almost complete disregard for appropriate level of formality/informality of vocabulary and sentences types.	4
The student has no idea of sociolinguistic appropriateness and only knows/uses one level of formality/informality and one type of sentence/sentence structure, always incorrectly.	2
The student does not participate/attend or abandons the presentation/discussion.	0

### **3. Grammatical competence (corresponding to EEO #3)**

The student always chooses and uses correct grammatical forms along with communicative devices that are appropriate for the mode of expression being undertaken. [This includes, but is not limited to, the following (within the expectations of the student's level): the correct use of verbal modality, tense, and aspect; interrogative, declarative, and exclamative syntax; coordinating and subordinating conjunctions; subject-verb agreement; adjective-noun agreement; and the expression of opinion versus fact.]	10
The student almost always uses correct grammatical forms, but they are not always appropriate for the chosen mode of expression.	8
The student uses some correct grammatical forms, and they are appropriate for the chosen mode of expression at least half of the time.	6
The student uses few correct grammatical forms, which may or may not be appropriate for the chosen mode of expression.	4
The student uses almost no correct grammatical forms, which may or may not be appropriate for the chosen mode of expression.	2
The student does not participate/attend or abandons the presentation/discussion.	0

### **4. Development and preparation (corresponding to EEO #6)**

Project proposal/outline is submitted on or before the due date and includes the required elements, which are the following: provisional title, bilingual lexicon of 10 important keywords that will be provided to audience/interlocutor(s), and an overview of subtopics that will be presented/discussed, along with an explanation of how the elements of the presentation/discussion will be linked to form a coherent unit. If revisions are required by the instructor, these are submitted by the new due date.	10
Project proposal/outline is submitted 1 day after the due date yet includes the required elements. If revisions are required by the instructor, these are submitted by the due date.	8
Project proposal/outline is submitted 1 day after the due date and does not include all the required elements. If revisions are required by the instructor, these are submitted by the new due date.	6
Project proposal/outline is submitted 2 days after the due date yet includes the required elements. If revisions are required by the instructor, these are submitted by the new due date.	4
Project proposal/outline is submitted 2 days after the due date and does not include all the required elements. If revisions are required by the instructor, these are submitted by the new due date.	2
Project proposal/outline is submitted 3 or more days after the due date or is not submitted at all.	0

### **5. Presentation style and delivery**

Student has prepared well enough so that he/she does not read a document that is projected for the audience (such as a transparency or a PowerPoint presentation). Student only reads 1-3 short quotations or lines from a transparency or PowerPoint.	10
Student reads several quotations or lines from a transparency or PowerPoint and/or maintains eye contact for much of the time with the projection screen (or the chalkboard) instead of the audience.	5
Student reads most or all of the transparency or PowerPoint instead of maintaining eye contact with audience.	0