 Oral presentation rubric

| Aspect | Criteria | Limited | Basic | Sound | Thorough | Outstanding |
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| Field | Demonstrates an understanding of the issues surrounding the presented topic | Limited knowledge: brief description of topic. Opinion offered without elaboration. | Elementary description of topic. Superficial and sometimes incorrect presentation of facts. | The speaker communicates a thesis/specific purposes that is adequately clear and identifiable.Descriptive view of topic, with superficial analysis of topic. Basic evidence used to support arguments. | Clear description of the topic and a detailed analysis of the issues viewed from various stakeholders | The group communicates a specific purpose in their topic that is exceptionally clear and identifiable. Extensive, detailed and insightful evaluation of the presented topic. |
| Mode | Uses a presentation structure that supports audience understanding of issues. | No apparent structure. Talk meanders and repeats. | Presentation lacks clearly defined structure. Missing a component (introduction, arguments, conclusion) | Presentation structure generally ok containing introduction, arguments and conclusion | Presentation has clearly defined structure that includes an introduction with well evidenced arguments presented | Uses an exceptional introduction and conclusion and provide an exceptionally clear and logical progression within and between ideas and leaves a majority of the audience with a clear message |
| Mode | Uses multimedia appropriate to audience, occasion, and purpose. | Poorly prepared. Slide images do not relate to talk. Slide transitions distracting. Shows little control of medium. | Images do not well support talk. Font, if used, too small.Slide transitions often inconsistent  | The group demonstrates adequate use of slide show in conveying the message. That is, the visual aids are of satisfactory quality to a majority of the audience | Multimedia and images support and relate to issues and arguments presented.  | The group uses excellent visual aids that are vivid, clear, and appropriate to the audience, occasion, and topic. The slide show complements and enhances the verbal message, showing excellent control. |
| Tenor | Uses language and physical behaviours that are appropriate to the audience, occasion and purpose. | The speaker uses unclear or inappropriate language, body movement or gestures and exhibit discomfort with anything but delivery of the prepared text, read off palm cards. | The speaker uses language or body language that is sometimes ambiguous or unclear. The choice of language demonstrates little modification from the original source, relying heavily on palm cards  | The speaker uses language and gestures that are reasonably clear, vivid, and appropriate and occasionally inserts spontaneous comments. Making eye contact occasionally, although relying on palm cards  | The speaker uses language that enhances the communication such as descriptive verbs, and analogies in a clear and coherent manner, maintaining good body movement and eye contact with little reliance on palm cards  | The speaker uses language that is exceptionally clear, vivid, and appropriate and inserts spontaneous comments with ease, confidence and enthusiasm without reliance upon palm cards |

When students choose to communicate information, ideas or feelings about the topic, they must consider the register, which is the how, what, who of the communication.

* The how (mode) is the medium of communication: spoken or written. We want our students to present in a scientific manner that is also accessible for their audience
* The what (field) of the text is the topic or subject matter. This is the information that is trying to be conveyed
* The who (tenor) is the relationship between the speaker/writer and the audience/reader. An authority on a topic uses different language when addressing colleagues than that used when addressing learners.