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| |  | | --- | | **Oral Presentation Rubric : Geography Presentation ISU**  **Teacher Name**: **Mr. Soheil Presentation Mark: /100**    **Student Names:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Time-Limit** | Presentation is 25-35 minutes long. | Presentation is 20-25 minutes long. | Presentation is 15-20 minutes long. | Presentation is less than 15 minutes long |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Enthusiasm** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Pauses** | Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact. | Pauses were effectively used once to improve meaning and/or dramatic impact. | Pauses were intentionally used but were not effective in improving meaning or dramatic impact. | Pauses were not intentionally used. |
| **Vocabulary** | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| **Attire** | Business attire, very professional look. | Casual business attire. | Casual business attire, but wore sneakers or seemed somewhat wrinkled. | General attire not appropriate for audience (jeans, t-shirt, shorts). |
| **Props** | Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better. | Student uses 1 prop that shows considerable work/creativity and which make the presentation better. | Student uses 1 prop which makes the presentation better. | The student uses no props OR the props chosen detract from the presentation. |
| **Clarity / Volume** | Uses full sentences. Volume is loud enough to be heard by all audience members throughout | Mostly use full sentences.  Volume is loud enough to be heard by all audience members at least 90% of the time. | Uses some slang.  Volume is loud enough to be heard by all audience members at least 80% of the time. | Uses a lot of slang and sentences are broken up.  Volume often too soft to be heard by all audience members. |
| **Collaboration with Peers** | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| **Listens to Other Presentations** | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |