Senior Exhibition 2014: May 21, 2014

ORAL PRESENTATION – Effective Communication Rubric for Linked Learning Pathways

SCORING DOMAIN	1 EMERGING	E/D	2 DEVELOPING	D/P	3 PROFICIENT	P/A	4 ADVANCED
CLARITY *What is the evidence that the student can present a clear perspective and line of reasoning?*	• Presents an **unclear** perspective • Line of reasoning is **absent, unclear, or difficult to follow**		• Presents **a general** perspective • Line of reasoning **can be followed**		• Presents a **clear** perspective • Line of reasoning is **clear and easy to follow** • **Addresses alternative or opposing perspectives** when appropriate		• Presents a **clear and original** perspective • Line of reasoning is clear and **convincing** • Addresses alternative or opposing perspectives in a way that **sharpens one's own perspective**
EVIDENCE *What is the evidence that the student can present a perspective with supportive evidence?*	• Draws on facts, experience, or research in a **minimal way;** • Demonstrates **limited** understanding of the topic		• Draws on facts, experience, and/or research **inconsistently;** • Demonstrates an **incomplete or uneven** understanding of the topic		• **Draws on** facts, experiences and research to support a perspective • Demonstrates an **understanding** of the topic		• Facts, experience and research are **synthesized** to support a perspective • Demonstrate an **in-depth** understanding of the topic
ORGANIZATION *What is the evidence that the student can organize a presentation in a way that supports audience understanding?*	• A **lack of organization** makes it difficult to follow the presenter's ideas and line of reasoning		• **Inconsistencies in** organization and **limited use of transitions** detract from audience understanding of line of reasoning		• Organization is **appropriate** to the purpose, audience, and task and **reveals** the line of reasoning; **transitions guide audience understanding**		• Organization is appropriate to the purpose and audience and **supports** the line of reasoning; **effectively hooks and sustains audience engagement**, while providing a **convincing conclusion**.
LANGUAGE USE *What is the evidence that the student can use language appropriately and fluidly to support audience understanding?*	• Uses language and style that is **unsuited** to the purpose, audience, and task • Stumbles over words**, interfering with audience understanding**		• Uses language and style that is **at times unsuited** to the purpose, audience, and task • Speaking is fluid with **minor lapses of awkward or incorrect language use** that detracts from audience understanding		• Uses **appropriate** language and style that is suited to the purpose, audience, and task • Speaking is fluid and **easy to follow**		• Uses **sophisticated and varied** language that is suited to the purpose, audience, and task • Speaking is **consistently** fluid and easy to follow and

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USE OF DIGITAL MEDIA / VISUAL DISPLAYS *What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?*	• Digital media or visual displays are **confusing, extraneous, or distracting**		• Digital media or visual displays are **informative and relevant**		• Digital media or visual displays are **appealing,** informative, and **support audience engagement and understanding**		• Digital media or visual displays are **polished,** informative, and support audience engagement and understanding
PRESENTATION SKILLS *What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?*	• Makes **minimal use** of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed • Presenter's energy and affect are **unsuitable** for the audience and purpose of the presentation		• Demonstrates a command of **some aspects** of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing • Presenter's energy, and/or affect are **usually appropriate** for the audience and purpose of the presentation, with minor lapses		• Demonstrates a **command** of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing • Presenter's energy and affect are **appropriate** for the audience and **support engagement**		• Demonstrates **consistent** command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing **in a way that keeps the audience engaged** • Presenter maintains a **presence and a captivating energy** that is appropriate to the audience and purpose of the presentation
INTERACTION WITH AUDIENCE *What is the evidence that the student can respond to audience questions effectively?*	• Provides a **vague response** to questions; demonstrates a **minimal command** of the facts or understanding of the topic		• Provides an **indirect or partial response** to questions; demonstrate a **partial command** of the facts or understanding of the topic		• Provides a **direct and complete response** to questions; demonstrates an **adequate command** of the facts and understanding of the topic		• Provides a **precise and persuasive** response to questions; demonstrates an **in-depth understanding** of the facts and topic