

ORAL PRESENTATION RUBRIC

	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
Organization	Arrangement of ideas clearly related to topic; well organized with introduction, body, conclusion; good transitions; introduction includes attention-getter, statement of thesis, credibility information; conclusion includes summary and closure.	Conveyed a central idea or topic; most information presented in logical structure; adequate introduction, body, conclusion; adequate transitions.	Attempted to focus on an idea or topic; ideas were loosely connected to topic; structure unclear; introduction, body, conclusion detectable but not comprehensive; transitions unclear.	Had little or no focus on central idea or topic; no apparent logical structure; introduction, body, or conclusion absent; lacked transitions.
Language	Appropriate standards of usage for situation and audience; consistently used varied sentence structure and word choice; evidence of precise and vivid language; unfamiliar terms defined.	Used some varied sentence structure and word choice; unfamiliar terms easily interpreted; adequate standards of usage employed.	Unfamiliar terms not easily interpreted; little varied sentence structure and word choice; minimal evidence of appropriate standards of usage.	Inadequate standards of usage; no varied sentence structure and word choice; unfamiliar terms not defined.
Material	Content highly specific, credible, relevant, sufficient, interesting; evidence supported topic; connection between support and main points is clear; content was appropriate to situation and audience; information source accurately cited.	Content adequately specific, credible, relevant, sufficient, interesting; lacked support for some points; partial audience adaptation of content; some information sources cited.	Content minimally specific, credible, relevant, sufficient, interesting; minimal support; few information sources cited; little audience adaptation of content.	Content not specific, credible, relevant, sufficient, interesting; ideas not supported; information sources not cited; lacks audience adaptation of content.
Effective Incorporation of Musical Examples	Clear and well-developed analysis of music; highly effective use of examples.	Sufficient and appropriate analysis of music; correct use of examples.	Minimal analysis of music; analysis incomplete and needs further refinement or development.	Music analysis undeveloped or incorrect.
Analysis	Presentation clearly adapted to the audience and situation; approach and structure highly consistent with overall purpose; strong evidence of critical thinking.	Some evidence of adaptation to the audience and situation; approach and structure consistent with overall purpose; some evidence of critical thinking.	Inconsistent adaptation to audience and situation; approach and structure inconsistent with overall purpose; inconsistent evidence of critical thinking.	Limited adaptation to audience and situation; approach and structure not appropriate for the overall purpose; lacks evidence of critical thinking.
Nonverbal Delivery	Did not read from notes and/or audio visual materials; clearly engaged audience through consistent eye contact and gestures; responsive to audience reaction.	Referred occasionally to notes and/or audio visual materials; engaged audience through eye contact and gestures; aware of audience reaction.	Relied heavily on notes and/or audio visual materials; exhibited minimal awareness of audience; infrequent eye contact or gestures; some distracting mannerisms.	Read directly from notes and/or audio visual materials; exhibited little or no audience awareness, gestures, or eye contact; frequent, distracting mannerisms.
Verbal Delivery	Voice varied in pitch, volume, rate, and emphasis; appropriate enthusiasm; free of fillers (ahs, uhms, ers); highly effective articulation and pronunciation.	Some variation in pitch, volume, rate, and emphasis; some fillers (ahs, uhms, ers); effective articulation and pronunciation.	Limited variation in pitch, volume, rate, and emphasis; some distracting fillers (ahs, uhms, ers); minimally effective articulation and pronunciation.	No variation in pitch, volume, rate, or emphasis; fillers (ahs, uhms, ers) detract from the presentation; lack of clear articulation and pronunciation.

Accommodations will be made for persons with communication disabilities and / or differences.