

ORAL PRESENTATION RUBRIC:

6	- Demonstrates a clear, smoothly flowing description/argument/narrative with structure and vocabulary in a style appropriate to the context on nearly any subject. Any hesitation is quickly recovered and hardly noticeable. Pronunciation, sentence and word stress are natural and precise though there may be a few errors in production. The student organizes a logical response which develops points and rounds off with a conclusion, as appropriate. Student also shows an understanding of body language, eye contact, and register acceptable in an academic environment. This score demonstrates near native fluency.
5	- Demonstrates a clear and detailed description/argument/narrative on a variety of subjects with limited errors in grammar, vocabulary, or pronunciation. These errors should not affect comprehension of message. Hesitations may be used to backtrack and correct. The speech is well formulated but may lack in certain areas. Student uses body language and eye contact to assist in communicating in a natural way.
4	- Demonstrates a clear description/argument/narrative on a range of subjects. Student descriptions may reflect their personal interests more than the task at hand, yet the message is clear even if a little off topic. Speech may consist of some phrases, not sentences, and there may be some inconsistency in grammar usage. Pronunciation, syllable and sentence stress are accurate the vast majority of the time, any errors are limited and do not greatly affect comprehension. Student shows some sociolinguistic competence though is still developing appropriate skills.
3	-Demonstrates simple yet clear speech with limited vocabulary and errors in usage of grammar and word forms. Student repeats some words while thinking of new phrases. Descriptions may be inadequate in development or details. There may be a buildup of pronunciation and syntactic errors, and these errors may impede communication. Student may appear slightly awkward with eye contact and body language.
2	-Demonstrates minimal task completion. Student uses phrases and simple sentences as related to home, work, or personal life. Student uses many repeated words and has many pauses and hesitations. Incorrect pronunciation limits comprehension. Exchanges or descriptions are very short and often off task. Student may be visibly uncomfortable with eye contact and/or body language.
1	-Demonstrates seriously flawed and disorganized speech. Student does not complete the task and has many syntactic and pronunciation errors which impede comprehension. Vocabulary is simple and often repeated with no difference made between tasks in terms of register or body language.