

Grade 11: Unit 1: Optional: ICAP Oral Class Presentation Rubric

Element	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
Ideas and Content	Strong evidence of effective research and critical thinking. Multiple sources; all properly cited. All facts accurately stated and documented when necessary. All major points covered in depth.	Good evidence of effective research and critical thinking. Some sources; most properly cited. Most facts accurately stated and documented when necessary. Most major points covered in depth.	Some evidence of effective research and critical thinking. Few sources; improper citations. Some facts accurately state and documented when necessary. Some major points identified.	Little evidence of effective research and critical thinking. Few sources; many citation errors. Factual errors; not all facts documented when necessary. Presentation lacks sufficient information.
Organization	All material is clearly organized. All main points have supporting details. The introduction grabs the listeners' attention and clearly outlines the presentation. Conclusion synthesizes and reemphasizes main points in interesting and memorable way.	Most material is clearly organized; all main points have supporting details. The introduction clearly outlines the presentation, but does not grab the listeners' attention. Conclusion sums up and reemphasizes the main points.	Some material is clearly organized; most main points have supporting details. The introduction gives some idea of the direction of the presentation. The conclusion reemphasizes some points.	Material is not clearly organized; some main points lack supporting details. The introduction neither grabs the listeners' attention nor clearly outlines the presentation. The presentation lacks a conclusion that sums up and reemphasizes the main points.
Delivery	The speaker's voice is clear and fluid at all times and contributes to the listeners' interest in and understanding of the presentation. All non-verbal language including eye contact, poise, and gestures significantly adds to presentation. Speaker checks the audience's understanding of the presentation by fully answering questions and using an appropriate assessment instrument.	The speaker's voice is clear and fluid at most times and contributes to the listeners' interest in and understanding of the presentation. Most non-verbal language including eye contact, poise, and gestures significantly adds to presentation. Speaker checks the audience's understanding of the presentation by answering most questions and/or by using an appropriate assessment instrument.	The speaker's voice is clear and fluid at some times and contributes to the listeners' interest in and understanding of the presentation. Some non-verbal language including eye contact, poise, and gestures adds to the presentation. Speaker checks the audience's understanding by answering some questions or by using an appropriate assessment instrument.	The speaker's voice is not clear and fluid and does not contribute to the listeners' interest in and understanding of the presentation. Non-verbal language including eye contact, poise, and gestures distracts from the presentation. Speaker doesn't check audience's understanding by answering questions or by using an appropriate assessment instrument.
Presentation (enhancements)	Choice of all multimedia elements is logical and significantly contributes to the understanding of the topic. All visuals are legible and uncluttered.	Choice of most multimedia elements and handouts is logical and significantly contributes to the understanding of the topic. Most visuals are legible and uncluttered.	Choice of some multimedia elements and handouts is logical and significantly contributes to the understanding of the topic. Some visuals are legible and uncluttered.	Choice of multimedia elements and handouts is not logical and does not significantly contribute to the understanding of the topic. Visuals are cluttered or illegible.

Adapted from Goffstown HS