

# QPA COMMON ORAL COMMUNICATION RUBRIC

Student Name: \_\_\_\_\_ Scorer: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: ☐ ELA ☐ Social Studies ☐ Science ☐ Mathematics ☐ Other: \_\_\_\_\_

Type of Oral Communication: ☐ Oral Presentation ☐ Speech ☐ Debate ☐ Simulation ☐ Other: \_\_\_\_\_

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<b>PERFORMANCE (P)</b> (weighted x 3)  <i>The manner in which a student communicates through speaking</i>	<b>I've done everything to earn a score of Proficient, plus:</b>			
	a. I change my voice and language for expressive purposes in a compelling and genuine manner. AND/OR	a. I use appropriate language, style, and tone to engage and maintain the audience's attention.	a. I sometimes use language, style, or tone that is not appropriate for this presentation or audience.	a. I do not use the right words or tone to engage my audience.
	b. I adapt my presentation to different contexts or purposes, or depending on my audience's reactions.	b. I use appropriate body language, gestures, and eye contact with the audience.	b. I fidget AND/OR avoid eye contact in a way that somewhat interferes with the listener's interpretation of my analysis.	b. I fidget AND/OR avoid eye contact in a way that seriously interferes with the listener's interpretation of my analysis.
		c. I speak clearly at an appropriate volume and pace.	c. I speak quickly AND/OR quietly in a way that somewhat interferes with the listener's interpretation of my analysis.	c. I speak too quickly AND/OR quietly in a way that seriously interferes with the listener's interpretation of my analysis.
		d. My presentation is well paced and I use the allotted time effectively.	d. I meet the minimum time requirements without going over time.	d. I do not meet the time requirements for the presentation.
		e. I respond to questions thoughtfully and concisely using formal English.	e. I respond to some questions inaccurately/ inappropriately for this setting.	e. I respond to questions inaccurately or inappropriately for this setting.
	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<b>IDEA DEVELOPMENT (ID)</b>  <i>The main thesis the student conveys to his/ her audience and the way the thesis and analysis are expressed.</i>	<b>I've done everything to earn a score of Proficient, plus:</b>			
	My own voice, style, and unique perspective are evident in my analysis and presentation.	a. My thesis is important, clear, and defensible.	a. My presentation has a thesis, but it is not important, not clear, or not defensible.	a. My presentation does not have a thesis.
		b. My analysis is logical and well developed for the type of presentation I am giving.	b. I include information about my topic without explaining my ideas enough or providing enough detail.	b. I include information that is unrelated to my topic.
		c. My presentation mode is appropriate for the intended audience.	c. My presentation mode is not an effective way to convey my analysis and information.	c. My presentation mode detracts from my analysis and information.

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<b>SUPPORTING EVIDENCE (SE)</b>  <i>The facts, descriptions, examples, and/or scenarios used to support the main message/thesis.</i>	<b><i>I've done everything to earn a score of Proficient, plus:</i></b>			
	a. I use evidence to address questions and counterclaims.	a. The evidence I use to support my thesis/analysis is relevant, specific, and accurate.	a. Most of my evidence is related to my thesis/ topic, but some of it may not be relevant, specific, accurate, or correctly interpreted.	a. I use evidence related to topics other than my thesis/topic; OR I use evidence that is too general, is inaccurate, or is misinterpreted.
	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<b>ORGANIZATION (O)</b>  <i>The structure and flow of the presentation.</i>	<b><i>I've done everything to earn a score of Proficient, plus 2 of 3:</i></b>			
	a. My introduction hooks and orients the audience to the topic in a thoughtful and engaging way.	a. My introduction orients the reader to my topic and provides an overview of the analysis in the rest of my presentation.	a. My presentation begins with an introduction that only partly orients the reader to the rest of my presentation.	a. My presentation begins delivering information without an introduction.
	b. I anticipate my audience's knowledge level, concerns, values, and possible biases.	b. My presentation's structure and transitions are logical and help the audience to understand my analysis.	b. My presentation's structure and transitions are inconsistent.	b. My presentation is difficult to follow and lacks structure.
	c. My conclusion is interesting and ties up my analysis, leaving the audience with a new perspective.	c. My conclusion summarizes my analysis and reflects upon the thesis.	c. My conclusion does not fully close/summarize my analysis.	c. My presentation lacks a conclusion.