



Oral Communication Rubric, Middle School

Overview

Interpersonal Communication Section - Focuses on the listening and speaking skills exhibited by individual students in a wide variety of informal conversations (e.g. student and teacher, student and student and expert). While there is some unavoidable overlap with the Collaboration Rubric, the Collaboration rubric emphasizes how teammates should talk to one another while collaborating.

Presentation Section - Focuses on the elements of a strong presentation. This section of the rubric could be used in its entirety to describe a complete presentation - though it's often good to focus on a few dimensions (rows), or indicators (bullets). Useful for providing a group grade on a presentation.

Delivery Section - Focuses on the individual aspects of a presentation and can be used to provide individualized grades for a student in a presentation, even in the case of a group presentation.



Interpersonal Communication

The ability to communicate knowledge and thinking through effective informal, pair, and small group interactions.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT High School Ready	P/A	Advanced High School Level
Listening and Comprehension	After listening, recall shows limited understanding or misunderstanding of key facts or main points		After listening, shows recall of some key facts and main points		After listening, shows recall of key facts and main points		After listening, can synthesize main points and reference key details
Clear Presentation of Ideas	Communicates ideas in an unclear way ; ideas are difficult to follow		Communicates ideas clearly some of the time , but ideas are often difficult to follow		Communicates ideas clearly most of the time , occasionally ideas are difficult to follow		Communicates ideas clearly
Asking Questions	Asks questions that are off topic or show a misunderstanding of details or main points		Asks questions that repeat stated details or main points		Ask questions that help clarify a topic or a line of reasoning		Asks thoughtful questions that develop or challenge a topic or line of reasoning



PRESENTATION

The ability to communicate knowledge and thinking orally.

	EMERGING	E/D	DEVELOPING	D/A	PROFICIENT High School Ready	P/A	ADVANCED High School Level
Clarity <i>What is the evidence that the student can present a clear perspective and line of reasoning?</i>	Central message is unclear or unstated		Central message can be deduced but may not be explicit		Presents a central message		Presents a clear central message
Evidence <i>What is the evidence that the student can present a perspective with supportive evidence?</i>	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, experience, and/or research with few lapses Demonstrates an understanding of the topic with few lapses		Draws on facts, experiences and research to support central message Demonstrates an understanding of the topic
Organization <i>What is the evidence that the student can organize a presentation in a way that supports audience understanding?</i>	A lack of organization and/or transitions 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 and use of transitions make reasoning generally clear to follow		Organization and use of transitions reveals the line of reasoning
Use of Digital Media / Visual displays <i>What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?</i>	Digital media or visual displays are confusing, extraneous, or distracting		Digital media or visual displays are somewhat informative and relevant, some may be irrelevant		Digital media or visual displays are informative and relevant		Digital media or visual displays are informative and support audience engagement and understanding



DELIVERY

The ability to communicate knowledge and thinking orally.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT High School Ready	P/A	ADVANCED High School Level
<p>Language Use <i>What is the evidence that the student can use language appropriately and fluidly to support audience understanding?</i></p>	<p>Uses language and style that is unsuited to the purpose, audience, and task</p> <p>Stumbles over words, interfering with audience understanding</p>		<p>Uses language and style that is sometimes unsuited to the purpose, audience, and task</p> <p>Speaking is sometimes fluid but there are some lapses involving awkward or incorrect language use that detracts from audience understanding</p>		<p>Uses language and style that is at times unsuited to the purpose, audience, and task</p> <p>Speaking is fluid with minor lapses, involving awkward or incorrect language use that detracts from audience understanding</p>		<p>Uses appropriate language and style that is suited to the purpose, audience, and task</p> <p>Speaking is fluid and easy to follow</p>
<p>Presentation Skills <i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i></p>	<p>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</p> <p>Presenter's energy and affect are unsuitable for the audience and purpose of the presentation</p>		<p>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</p> <p>Presenter's energy, and/or affect are sometimes appropriate for the audience and purpose of the presentation, with some lapses</p>		<p>Demonstrates a command of most aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing</p> <p>Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses</p>		<p>Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing</p> <p>Presenter's energy and affect are appropriate for the audience and support engagement</p>
<p>Interaction with Audience <i>What is the evidence that the student can respond to audience questions effectively?</i></p>	<p>Provides a vague response to questions</p> <p>Demonstrates a minimal command of the facts or understanding of the topic</p>		<p>Provides an indirect or partial response to questions;</p> <p>Demonstrates a partial command of the facts or understanding of the topic</p>		<p>Provides a direct response to questions</p> <p>Demonstrates a command of the facts or understanding of the topic with minor lapses</p>		<p>Provides a direct and complete response to questions</p> <p>Demonstrates an adequate command of the facts and understanding of the topic</p>

