

Oral Presentation Rubric

	1	2	3	4	5
Treatment of Topic	Poor Almost no treatment of topic within the context of the task	Weak Unsuitable treatment of topic within the context of the task	Fair Suitable treatment of topic within the context of the task	Good Generally effective treatment of topic within the context of the task	Strong Effective treatment of topic within the context of the task
Comparison of Cultures	Poor Presents information only about the student's own community or only about the target culture, and may not include examples	Weak Presents information only about the student's own community or only about the target culture, but may not compare them; consists mostly of statements with no development	Fair Presents information only about the student's own community or only about the target culture, including a few supporting details and examples	Good Compares the student's own community with the target culture, including some supporting details and mostly relevant examples	Strong Clearly compares the student's community with the target culture, including supporting details and relevant examples
Understanding the target culture	Poor Demonstrates minimal understanding of the target culture; generally inaccurate	Weak Demonstrates a limited understanding of the target culture; may include several inaccuracies	Fair Demonstrates a basic understanding of the target culture, despite inaccuracies	Good Demonstrates some understanding of the target culture, despite minor inaccuracies	Strong Demonstrates understanding of the target culture, despite a few minor inaccuracies
Organization	Poor Little or no organization; absence of transitional elements and cohesive devices	Weak Limited organization; ineffective use of transitional elements or cohesive devices	Fair Some organization; limited use of transitional elements or cohesive devices	Good Organized presentation; some effective use of transitional elements or cohesive devices	Strong Organized presentation; effective use of transitional elements or cohesive devices
Comprehensibility	Poor Barely understandable, with frequent or significant errors that impede comprehensibility	Weak Partially understandable, with errors that force interpretation and cause confusion for the listener	Fair Generally understandable, with errors that may impede comprehensibility	Good Fully understandable, with some errors which do not impede comprehensibility	Strong Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
Vocabulary and idiomatic language	Poor Very few vocabulary resources	Weak Limited vocabulary and idiomatic language	Fair Appropriate but basic vocabulary and idiomatic language	Good Varied and generally appropriate vocabulary and idiomatic language	Strong Accuracy and variety in grammar, syntax, and usage, with few errors

Register	Poor	Weak	Fair	Good	Strong
	Minimal or no attention to register	Use of register is generally inappropriate for the presentation	Use of register may be inappropriate for the presentation with several shifts	Generally consistent use of register appropriate for the presentation, except for occasional shifts	Mostly consistent use of register appropriate for the presentation
Grammar, syntax, and usage	Poor	Weak	Fair	Good	Strong
	Little or no control of grammar, syntax, and usage	Limited control of grammar, syntax, and usage	Some control of grammar, syntax, and usage	General control of grammar, syntax, and usage	Accuracy and variety in grammar, syntax, and usage, with few errors
Pronunciation, intonation, pacing	Poor	Weak	Fair	Good	Strong
	Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
Clarification or self-correction	Poor	Weak	Fair	Good	Strong
	Clarification or self-correction (if present) usually does not improve comprehensibility	Clarification or self-correction (if present) sometimes improves comprehensibility	Clarification or self-correction (if present) sometimes improves comprehensibility	Clarification or self-correction (if present) usually improves comprehensibility	Clarification or self-correction (if present) improves comprehensibility