

**Assessment**

**Example: Oral Presentation Holistic Rubric**

|  | **Types of students responses**  | **What this response represents about the student’s knowledge or skill** |
| --- | --- | --- |
| **Level 5** | The student uses strong delivery to respond to the question and include strong information to support the conclusions. There is eye contact and strong evidence of preparation, organization, and enthusiasm for the topic.  | *Exceeds Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with **as well as knowledge and skills that exceed learning progression level.** |
| **Level 4** | The student uses generally correct delivery to respond to the question and include an adequate amount of support for the conclusions. There is some eye contact as well as evidence of preparation, organization and enthusiasm for the topic.  | *On Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with. |
| **Level 3** | The student uses generally correct delivery to respond to the question, but does not include much supporting information. The student does not make eye contact and it appear that preparation and organization are irregular. | *Below Target:* Student has **slight** misunderstanding/**incomplete** knowledge |
| **Level 2** | The student’s delivery is understandable and he/she states the question but fails to provide support. There are errors in delivery and it does not appear that there was much preparation or organization. | *Substantially Below Target:* Student **substantial** misunderstanding/ **large gaps** in knowledge |
| **Level 1** | The student’s delivery is difficult to follow and he/she does not state the question nor does the student provide much support. It appears the student did not prepare or plan the organization.  | *Irrelevant/Off topic answer* |
| **Level 0** | No oral presentation is attempted. |  |

Adapted from [*Assess Students*](http://www.utexas.edu/academic/ctl/assessment/iar/students/report/rubrics-oral.php). The University of Texas at Austin, 21 Sept. 2011. Web. 3 Mar. 2015..

**Example: Oral Presentation Analytic Rubric**

|  | **Criteria 1:****Reasoning/****Connection to Topic** | **Criteria 2:** **Delivery** | **Criteria 3:** **Preparation/****Organization** |
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| **Level 5** | The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. | The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. | There is strong evidence of preparation, organization, and enthusiasm for the topic. |
| **Level 4** | The student describes the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. | The delivery and sentence structure is generally correct and there is intermittent eye contact. | There is evidence of preparation, organization and enthusiasm for the topic. |
| **Level 3** | The student describes the question studied and conclusions are stated, but supporting information is not very strong. | The delivery and sentence structure are generally correct but eye contact not occur. |  There is some indication of preparation and organization. |
| **Level 2** | The student states the question studied but fails to describe it fully. No conclusions are given to answer the question. | The delivery and sentence structure are understandable, but with some errors. | Evidence of preparation and organization is lacking. |
| **Level 1** | The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. |  The delivery is difficult to follow. |  There is no indication of preparation or organization. |
| **Level 0** | No oral presentation is attempted. | No oral presentation is attempted. | No oral presentation is attempted. |