

Oral Presentation Rubric : Animal Teaching (Zoology/Biology II)

Student Name: _____

CATEGORY	10	8	6	4
Content	Shows a full understanding of the topic. Information clearly relates to the main topic. It includes several supporting details and/or examples.	Shows a good understanding of the topic. Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Shows a good understanding of parts of the topic. Information clearly relates to the main topic. No details and/or examples are given.	Does not seem to understand the topic very well. Information has little or nothing to do with the main topic.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Time-Limit	Presentation is 6-7 minutes long.	Presentation is 5-6 minutes or 7-8 minutes	Presentation is 4-5 minutes or 8-9 minutes.	Presentation is less than 4 minutes OR more than 9 minutes.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Comprehension	Student writes 8-10 sentences on the blog about their teaching.	Student writes 6-8 sentences on the blog about their teaching.	Student writes 4-6 sentences on the blog about their teaching.	Student writes 1-4 sentences on the blog about their teaching.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.

Student paid attention during other presentation the day of their teaching. 5 points

Student has source list to turn into Mrs Gensburg on the day of their teaching. 5 points

Student has handouts prepared a day in advance to be copied. 5 points

Student has questions saved on the network (completed before class) the day of their teaching. 5 points

Total Possible 100 points