

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 7-8 minutes long. | Presentation is 6-7 minutes or 8-9 minutes | Presentation is 5-6 minutes or 9-10 minutes. | Presentation is less than 5 minutes OR more than 10 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 by the required date. | Student writes 6-8 sentences on the blog about their teaching by the required date. | Student writes 4-6 sentences on the blog about their teaching by the required date. | Student writes 1-4 sentences on the blog about their teaching by the required date. |
| 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. |
| Source List (Any source list that is printed will receive and automatic 0.) | Students have a source list saved in saved in Google Docs and shared with Mrs. G the day of their teaching, and all sites follow the required format. | Students have a source list saved in saved in Google Docs and shared with Mrs. G the day of their teaching, and most sites follow the required format. | Students have a source list saved in saved in Google Docs and shared with Mrs. G the day of their teaching, and few sites follow the required format. | Students have a source list saved in saved in Google Docs and shared with Mrs. G the day of their teaching, and no sites follow the required format. |
| Questions (Any question list that is printed will receive and automatic 0.) | Students have five questions written about their animal in a WORD document saved in Google Docs and shared with Mrs. G. The questions are a combination of more than one type of question. | Students have five questions written about their animal in a WORD document saved in saved in Google Docs and shared with Mrs. G. The questions are all the same type of question. | Students have less than five questions written about their animal in a WORD document saved in saved in Google Docs and shared with Mrs. G. The questions are a combination of more than one type of question. | Students have less than five questions written about their animal in a WORD document saved in Google Docs and shared with Mrs. G. The questions are all the same type of question. |
| Handout | The hand-out is well designed by the student. It includes assistance for students in taking notes as well as a follow-up activity. | The hand-out is well designed by the student. It includes EITHER assistance for students in taking notes as well as a follow-up activity. | The student has a hand-out it is to the appropriate age level, but it does NOT include assistance for taking notes or a follow-up activity. | The hand-out is just a printed website or is not to appropriate age level. |

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

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

Total Possible 120