

**Basic English Oral Presentation and Information Competencies Rubric
 INGL 3161-3162 and INGL 3101-3102**

8-7 High Proficiency	6-5 Adequate Proficiency	4-3 Some Proficiency	2-1 Emergent Proficiency	
CONTENT AND ORGANIZATION				
Fully addresses the task	<input type="checkbox"/> Addresses most parts of the task	<input type="checkbox"/> Addresses some parts of the task	<input type="checkbox"/> Does not address the task	Score _____
<input type="checkbox"/> Information or ideas are presented in a logical sequence	<input type="checkbox"/> Information or ideas generally follow a logical sequence	<input type="checkbox"/> Information or ideas are loosely connected	<input type="checkbox"/> Information or ideas are disconnected or missing	Score _____
CLARITY				
<input type="checkbox"/> Speaks clearly; most words pronounced intelligibly	<input type="checkbox"/> Voice is audible, words generally pronounced intelligibly	<input type="checkbox"/> Voice is low, mispronounces some words	<input type="checkbox"/> Mumbles or speaks too softly or unintelligibly	Score _____
<input type="checkbox"/> Very few errors in grammar or syntax but they do not interfere with understanding	<input type="checkbox"/> Some errors in grammar or syntax, but they do not interfere with understanding	<input type="checkbox"/> Errors in grammar or syntax at times interfere with understanding	<input type="checkbox"/> Frequent errors in grammar and syntax interfere with understanding	
<input type="checkbox"/> Sentence structure and vocabulary are varied	<input type="checkbox"/> Sentences have adequate structure and vocabulary	<input type="checkbox"/> Sentence structure and vocabulary are simple and repetitive	<input type="checkbox"/> Sentences lack formal structure; vocabulary is often inaccurate	
DELIVERY				
<input type="checkbox"/> Delivers ideas in a confident fashion, maintaining eye contact with little reliance on notes	<input type="checkbox"/> Eye contact maintained most of the time but returns to notes	<input type="checkbox"/> Often loses eye contact, and reads often	<input type="checkbox"/> Lacks eye contact; reads all or most of the time	Score _____
<input type="checkbox"/> Excellent use of time	<input type="checkbox"/> Adequate use of time	<input type="checkbox"/> Uneven use of time	<input type="checkbox"/> Inefficient use of time	Score _____
INTEGRATION/VARIETY OF SOURCES				
<input type="checkbox"/> Provides 3 or more reliable references from various sources	<input type="checkbox"/> Provides at least 2 adequate references from various sources	<input type="checkbox"/> Provides at least 1 adequate reference	<input type="checkbox"/> No valid sources or unreliable references	Score _____
INTEGRATION/ETHICAL USE OF INFORMATION				
<input type="checkbox"/> Always credits sources during the presentation	<input type="checkbox"/> Usually credits sources during the presentation	<input type="checkbox"/> Sometimes credits sources during the presentation	<input type="checkbox"/> Rarely or never credits sources during the presentation	Score _____
<input type="checkbox"/> Always credits sources using the required documentation style	<input type="checkbox"/> Usually credits sources using the required documentation style	<input type="checkbox"/> Sometimes credits sources using the required documentation style	<input type="checkbox"/> Rarely or never credits sources using the required documentation style	Score _____

Originally written by Prof. Lydia López revised and edited at Level meeting on Feb. 11, 2013. Revised and approved by 3101-01 Level on Sept. 2016. This rubric can be photocopied or reproduced and used with the unit's prior consent and appropriate credit noted on the document.