

University of Puerto Rico, Río Piedras
College of General Studies
English Department

Basic English Oral Presentation Rubric
Ingl 3161-3162 and Ingl 3101-3102

8-7 High Proficiency	6-5 Adequate Proficiency	4-3 Some Proficiency	2-1 Limited or Emergent Proficiency
CLARITY			
ARTICULATES CLEARLY AND EFFECTIVELY	ARTICULATES ADEQUATELY	ARTICULATES WITH SOME PROFICIENCY	LIMITED PROFICIENCY ARTICULATING
<input type="checkbox"/> Information or ideas are presented in a logical sequence <input type="checkbox"/> Speaks clearly; confidently and with ease and audible for all the audience to hear <input type="checkbox"/> Makes very few grammatical and/or syntactical errors that do not interfere with meaning; sentences are complete, grammatical and flow together easily <input type="checkbox"/> Makes use of varied sentence structure and vocabulary	<input type="checkbox"/> Information or ideas generally follow a logical sequence <input type="checkbox"/> Voice is clear, most words pronounced intelligibly and audible for some to hear <input type="checkbox"/> Some errors in grammar or syntax, but they do not interfere with understanding <input type="checkbox"/> Sentences have adequate structure and vocabulary	<input type="checkbox"/> Information or ideas are loosely connected <input type="checkbox"/> Voice is low, mispronounces some words, audience at times has difficulty hearing <input type="checkbox"/> Errors in grammar or syntax at times interfere with understanding <input type="checkbox"/> Sentence structure and vocabulary are simple and repetitive	<input type="checkbox"/> Information or ideas are disconnected or missing <input type="checkbox"/> Mumbles or speaks too softly or unintelligibly for most of the audience <input type="checkbox"/> Frequent errors in grammar and syntax interfere with understanding <input type="checkbox"/> Sentences lack formal structure; vocabulary is often inaccurate
<p>Comments:</p>			

DELIVERY			
<p style="text-align: center;">COMPLETELY PREPARED</p> <p><input type="checkbox"/> Obviously well prepared</p> <p><input type="checkbox"/> Delivers ideas in a clear, concise, confident fashion, maintains eye contact with little reliance on notes</p> <p><input type="checkbox"/> Very good use of time</p>	<p style="text-align: center;">ADEQUATELY PREPARED</p> <p><input type="checkbox"/> Reflects adequate preparation</p> <p><input type="checkbox"/> Clear delivery but uncomfortable at times, eye contact maintained most of the time but frequently returns to notes</p> <p><input type="checkbox"/> Adequate use of time</p>	<p style="text-align: center;">SOMEWHAT PREPARED</p> <p><input type="checkbox"/> More time was needed for preparation</p> <p><input type="checkbox"/> Delivery at times unclear, often seems uncomfortable, often loses eye contact, reads often</p> <p><input type="checkbox"/> Inefficient use of time</p>	<p style="text-align: center;">LACK OF PREPARATION</p> <p><input type="checkbox"/> Does not seem prepared</p> <p><input type="checkbox"/> Delivery at times unclear, may be monotone with little or no expression, obviously anxious, lacks eye contact, reads all or most of the time</p> <p><input type="checkbox"/> Poor use of time</p>
INTEGRATION OF SOURCES (This criterion will be assessed based on a written copy of the references)			
WELL RESEARCHED	ADEQUATELY RESEARCHED	SATISFACTORILY RESEARCHED	LACKS APPROPRIATE RESEARCH
<p><input type="checkbox"/> Provides 4 or more reliable references from various sources</p> <p><input type="checkbox"/> Always credits sources using the required documentation style</p>	<p><input type="checkbox"/> Provides at least 3 adequate references from various sources</p> <p><input type="checkbox"/> Usually credits sources using the required documentation style</p>	<p><input type="checkbox"/> Provides at least 2 adequate references</p> <p><input type="checkbox"/> Sometimes credits sources using the required documentation style</p>	<p><input type="checkbox"/> Little or no evidence of valid sources or unreliable references</p> <p><input type="checkbox"/> Rarely or never credits sources using the required documentation style</p>

Written by Prof. Lydia López, revised and edited by Professors M. Lockwood and L. Soucy, V. Irizarry, N. López, N. Ríos, J. Penner, D. López at the level meeting on Feb.11, 2013. This rubric can be reproduced and used as long as the unit concerned is notified and credit noted on the document.