

Presentation (individual/group) rubric

• **Class:**

• **Date:**

• **Student Name:**

	Topic Development	Grammar & Vocabulary	Pronunciation & Fluency	Seminar & Presentation Skills
5	☐ Attempts to develop topic, although some areas may require more supporting detail ☐ Evidence of a logical ordering of ideas; has a clear introduction and conclusion ☐ Attempts to use a range of cohesive devices but some may be inappropriate ☐ Adequate references made to external sources	☐ Uses a mix of simple and complex sentence structures; errors are frequent with complex sentences ☐ Errors occasionally affect understanding, especially when discussing unfamiliar topics ☐ Attempts a range of vocabulary which is mostly topic-related and lacking in academic terms; occasional errors ☐ Attempts to paraphrase with mixed success	☐ Uses a range of features (intonation, word and sentence stress, individual sounds, linking, chunking) but control is variable ☐ Can generally be understood ☐ Hesitation, repetition and/or self-correction might interrupt flow of speech	☐ Engages audience through a limited range of non-verbal communication techniques ☐ Expands on bullet points adequately; minimal reliance on text ☐ Visual aids are adequate
4	Shares features of Bands 3 and 5			
3	☐ Partially develops topic but may lack clarity; some irrelevant and/or insufficient supporting evidence ☐ Some organisation of ideas, sometimes difficult to follow; evidence of an introduction and conclusion ☐ Cohesive devices are used, but some may be inadequate, inaccurate or overused ☐ Attempts to refer to external sources but errors occur	☐ Simple sentences well-controlled; complex sentence structures are limited in range and frequently contain errors ☐ Errors in control of grammar cause some difficulty in understanding ☐ Uses a limited range of topic-related and academic vocabulary with less accuracy when discussing unfamiliar topics ☐ Limited attempts to paraphrase with mixed success	☐ A limited range of features (intonation, word and sentence stress, individual sounds, linking, chunking) attempted, some acceptable ☐ Occasional lapses in intelligibility can cause some difficulty for the listener ☐ Frequent hesitation, reliance on repetition and self-correction and/or on slow speech	☐ Attempts some eye contact with audience; body language often mechanical ☐ Limited expansion of slides; some reading from slides ☐ Attempts to provide relevant and appropriate visual aids
2	Shares features of Bands 1 and 3			
1	☐ Development is minimal or off-topic; ideas not supported with relevant examples or evidence and/or repetition ☐ Lacks organisation and difficult to follow; no evidence of an introduction and/or conclusion ☐ Infrequent and/or inaccurate use of basic cohesive devices ☐ No reference to external sources or sources consistently contributed inaccurately	☐ Can produce basic sentences and some short utterances are error free; complex structures are rare, inaccurate and/or repetitive ☐ Frequent grammatical errors cause difficulty in understanding ☐ Sufficient vocabulary for familiar topics but only basic meaning conveyed on unfamiliar topics ☐ No attempt to paraphrase	☐ Uses few acceptable features (intonation, word and sentence stress, individual sounds, linking, chunking) and mispronunciation is common ☐ Understanding may require some effort and patches of speech may be unintelligible ☐ Unable to keep going without noticeable pauses, frequent repetition and/or self-correction	☐ No eye contact; body language not engaging ☐ No expansion from slides; read text directly ☐ Visual aids are irrelevant/inappropriate
0	Does not present			
Scores				Total:
Overall Comment				

Presentation Descriptors: Key Features

Topic Development	Grammar & Vocabulary	Pronunciation & Fluency	Seminar & Presentation Skills
Topic Development assesses: • Topic development • Ordering of ideas • Range and accuracy of cohesive devices • Reference to external sources	Grammar & Vocabulary assesses: • Range and complexity of sentence structures • Frequency of errors and its effect on intelligibility • Range and appropriacy of vocabulary • Ability to paraphrase	Pronunciation & Fluency assesses: • Range and accuracy of pronunciation features (intonation, word and sentence stress, individual sounds, linking) • The degree of effort required by the listener to understand • Speech continuity (flow of speech, repetition, pausing)	Seminar & Presentation skills assesses: • Engagement of audience using non-verbal communication techniques • Ability to expand on ideas • Use of visual aids