

Appendix H

OAKLAND UNIFIED SCHOOL DISTRICT'S ORAL PRESENTATION MEASURE

Appendix H • Oakland Unified School District’s Oral Presentation Measure

Notes

- When using this rubric, the categories with a slash (i.e., “E/D”) are meant for work that falls between the other categories either as a matter of degree or as a matter of satisfying only some of the required criteria within that domain.
- Please consider weighting the various domains based on relative importance.

Scoring Domain	No Score	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
ARGUMENT <i>What is the evidence that the student can present a clear argument and line of reasoning?</i>	Element not yet present	Has a general argument Explains a little background and context of topic/issue Draws superficial connections or conclusions		Makes an argument and develops it Explains some background and context of topic/issue Draws general or broad connections or conclusions		Makes a clear and well-developed argument/thesis Explains background and context of topic/issue for the intended audience Makes specific connections and draws meaningful conclusions		Makes a clear, well-developed, and convincing argument/thesis Thoroughly explains background and context of topic/issue for the intended audience Makes insightful connections, draws meaningful conclusions, and raises important implications
MULTIPLE PERSPECTIVES <i>What is the evidence that the student considers other perspectives?</i>	Element not yet present	Mentions questions or alternative interpretations		Acknowledges and briefly responds to questions or alternative interpretations when appropriate		Acknowledges and responds to questions or alternative interpretations when appropriate		Acknowledges and responds to questions or alternative interpretations to explore the complexity of the topic when appropriate
EVIDENCE AND ANALYSIS <i>What is the evidence that the student can support an argument with relevant evidence?</i>	Element not yet present	Restates or refers to facts, experience, or research to support the argument		Summarizes relevant facts, experience, and/or research to support the argument		Elaborates on sufficient and relevant facts, experiences, and research to support the argument		Elaborates on extensive and relevant facts, experience, and research; synthesizes ideas from multiple sources to support the argument

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Appendix H • (Continued)

Scoring Domain	No Score	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
<p>ORGANIZATION <i>What is the evidence that the student can organize a presentation in a way that supports the audience's understanding?</i></p>	Element not yet present	<p>A few ideas are logically sequenced</p> <p>A few transitions are used</p>		<p>Some ideas are logically sequenced</p> <p>Some transitions connect ideas</p>		<p>Ideas are logically sequenced</p> <p>Transitions connect ideas</p>		<p>Ideas are logically sequenced to present a coherent whole</p> <p>Transitions guide the audience through the development of the argument</p>
<p>LANGUAGE USE <i>What is the evidence that the student can use language appropriately and fluidly to support audience understanding?</i></p>	Element not yet present	<p>Uses language and style that is somewhat suited to the purpose, audience, and tasks</p> <p>Speaking is somewhat informative and relevant</p>		<p>Uses language and style that is mostly suited to the purpose, audience, and task</p> <p>Speaking is mostly fluid</p>		<p>Uses language and style that is suited to the purpose, audience, and task</p> <p>Speaking is fluid and easy to follow</p>		<p>Uses sophisticated and varied language that is suited to the purpose, audience, and task</p> <p>Speaking is consistently fluid and easy to follow</p>
<p>USE OF DIGITAL MEDIA <i>What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?</i></p>	Element not yet present	Digital media or visual displays are somewhat informative and relevant		Digital media or visual displays are mostly informative and relevant		Digital media or visual displays are appealing, are informative, and support audience engagement and understanding		Digital media or visual displays are polished, are informative, and support audience engagement and understanding

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Appendix H • (Continued)

Scoring Domain	No Score	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
<p>PRESENTATION SKILLS</p> <p><i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i></p>	Element not yet present	Demonstrates some of the following presentation skills: control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing		Demonstrates most of the following presentation skills: control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing		Demonstrates all of the following presentation skills: control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing		Demonstrates command of all of the following presentation skills: control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged
<p>QUESTIONS AND ANSWERS</p> <p><i>What is the evidence that the student can respond to audience questions effectively?</i></p>	Element not yet present	Provides a direct response of some questions; demonstrates a somewhat adequate command of the facts or understanding of the topic		Provides a direct response to most questions, using evidence when appropriate; demonstrates a mostly adequate command of the facts and understanding of the topic		Provides a direct response to all questions, using evidence when appropriate; demonstrates an adequate command of the facts and understanding of the topic		Provides a direct response to all questions, persuasively using evidence when appropriate; demonstrates an in-depth command of the facts and understanding of the topic

Source: Oakland Unified School District, Modified from the Stanford Center for Assessment, Learning & Equity (SCALE) © 2012

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