Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall mark: \_\_\_\_\_\_\_\_\_\_

**Genius Hour – Oral Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Level 4** | **Level 3** | **Level 2** | **Level1** |
| **Content /****Research** | Student demonstrates full knowledge by explaining and elaborating on topic. Shows a thorough evidence of research | Student is at ease with the topic. Shows adequate evidence of research | Student is uncomfortable with information. Shows minimal evidence of research | Student does not have grasp of information. Shows no evidence of research |
| **Eye Contact** | Speaker makes eye contact with audience, is prepared so she/he doesn’t have to read from board/notes most of the time | Makes some eye contact, does some reading from the board/notes | Makes little eye contact, depends heavily on the board/notes | Minimal eye contact/read the whole time |
| **Volume** | The speaker always or almost always uses an appropriate volume. Very easy to hear this presentation | The speaker uses an appropriate volume most of the time. The listeners could hear the presentation | The speaker occasionally uses the appropriate volume, but overall, the presentation was difficult to hear | The speaker rarely used an appropriate volume. This presentation was very difficult to hear |
| **Pacing & Fluency** | The speaker always or almost always spoke at an appropriate pace. It was easy for the audience to understand. Few or no fillers | The speaker used an appropriate pace most of the time. The listeners could understand the presentation. Very few fillers | The speaker occasionally spoke at a good rate, but overall too fast or too slow, making it somewhat difficult for the audience to understand. Several fillers / pauses | The speaker spoke either too fast or too slow, making it difficult for the audience to understand. Many fillers / pauses |
| **Oral Presentation** | Interesting, well-rehearsed with smooth delivery that holds audience attention | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention | Delivery not smooth, but able to hold audience attention most of the time | Delivery not smooth and audience attention is lost |
| **Visual** **Presentation** | Very little text on slides and the visual completely matches and complements the content of the presentation | Appropriate amount of text, but some of the visual doesn't match or complement the content of the presentation | Too much and much of the visual doesn't match the content of the presentation OR very little visuals present | Too much text on slides and the visual doesn't match the content of the presentation OR no visuals at all |

**Checklist: Did you remember to…?**

|  |  |  |
| --- | --- | --- |
| * State your topic and questions
 | * Say what you liked/disliked about your project
 | * Include a bibliography
 |
| * Explain why you chose your project
 | * State the challenges you encountered-solutions
 | * Make cue cards so you don’t ‘read’
 |
| * Explain each step of your project
 | * The significance of the results of your project
 | * Ensure your visuals enhance what you say, not replace what you say
 |
| * Include visuals of your project and the process
 | * State what your biggest takeaway is
 | * Show enthusiasm
 |
| * Make eye contact
 | * Check for spelling/grammar/punctuation errors
 | * Have fun!
 |
| * Tell what you learned from your project
 | * Whether you would do this project again
 | * Be confident!
 |