

<b>Oral Presentation Content Scoring Guide</b>		<b>For Student A</b>		
<b>Descriptor</b>	<b>Effective</b>	<b>Adequate</b>	<b>Somewhat</b>	<b>Little or None</b>
<b>Points</b>	<b>10-9</b>	<b>8-7</b>	<b>6-4</b>	<b>3-0</b>
<b>Organization</b>	Beginning of my speech is very engaging and captures audience's interest.	Beginning of my speech is engaging and mostly captures audience's interest.	Beginning of my speech is somewhat engaging.	Beginning of my speech is not engaging.
	My transitions between ideas are smooth, logical, and seamless.	My transitions between ideas are smooth and mostly logical.	My transitions between ideas are somewhat logical, though rough or awkward.	My transitions between ideas are rough and not logical.
	My conclusion effectively summarizes the speech and is related to the whole.  I include an effective final appeal and a very memorable ending.	My conclusion summarizes the speech and is related to the whole.  I include a final appeal and a memorable ending.	My conclusion is ineffective and may not relate to the whole.  I include an inadequate appeal and a forgettable ending.	There is no logical plan to my speech.  I provide no real sense of closure or impact, leaving my audience confused.
<b>Personal</b> Address the Content Question: How did their personal life affect their work?	The facts and ideas I share give audience a very good sense of Great Thinker's personality.	The facts and ideas I share give audience a sense of Great Thinker's personality.	The facts and ideas I share give audience a minimal sense of Great Thinker's personality.	The facts and ideas I share do not give audience a sense of Great Thinker's personality.
<b>Role Play</b>	I stay in character throughout all of the presentation.	I stay in character throughout most of the presentation.	I stay in character throughout some of the presentation.	I do not stay in character during the presentation.
<b>Professional</b> Address the Content Questions: How did my	The major accomplishments are clearly stated and fully explained.	The major accomplishments are stated and mostly	The major accomplishments are partly stated and explained.	The major accomplishments are not clearly stated nor fully

Great Thinker change the world? What obstacles did they overcome to change the world?	The importance and meaning of my Great Thinker's work is very clearly discussed. His/her path to success (obstacles, awards won, etc.) is clearly explained.	explained. The importance and meaning of my Great Thinker's work is discussed. His/her path to success (obstacles, awards won, etc.) is explained.	explained. The importance and meaning of my Great Thinker's work is not very clearly discussed. His/her path to success (obstacles, awards won, etc.) is not clearly explained.	explained. The importance and meaning of my Great Thinker's work is not discussed. His/her path to success (obstacles, awards won, etc.) is not explained.
<b>Historical</b> Address the Essential and Content Questions: What does it take to change our world? Who did their work impact?	Significance of my Great Thinker and his/her impact on the world is clearly explained. My audience absolutely knows why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is clearly described and explained.	Significance of my Great Thinker and his/her impact on the world is explained. My audience has a good idea why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is mostly described and explained.	Significance of my Great Thinker and his/her impact on the world is partly explained. My audience has to guess as to why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is partly described or explained.	Significance of my Great Thinker and his/her impact on the world is not explained. My audience does not know why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is not described or explained.