

Rubric to assess a school representative campaign. 'School reforms'

ASPECTS	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE
GREETING / FAREWELL	The student greets and introduces the topic to the audience. The main idea is summarised at the end.	The student greets and introduces the topic to the audience. The main idea. The main idea is summarised at the end.	The student doesn't greet the audience or the student doesn't introduce the topic to the audience but the main idea is summarised at the end.	The student doesn't greet, the student doesn't introduce the topic to the audience and the main idea is not summarised at the end.
ORGANISATION	All the elements are organised sequentially.	Most of the elements are organised sequentially.	Some of the elements are organised but not in the logical order.	The elements are not organised sequentially.
BODY LANGUAGE	The student is continuously addressing the audience. The student tries to keep eye contact during the speech. There are no signs of nervousness.	The student is not continuously addressing the audience. The student tries to keep eye contact during the speech. There are no signs of nervousness.	The student is continuously addressing the audience. The student doesn't try to keep eye contact during the speech. There are some signs of nervousness.	The student isn't addressing the audience. The student doesn't try to keep eye contact during the speech. There are many signs of nervousness.
USE OF ENGLISH	The student uses a wide range of vocabulary and there is no repetition. There aren't any grammatical errors.	The student uses quite a wide range of vocabulary and there is not a lot of repetition. There are few grammatical errors.	The student uses some new vocabulary and a few new expressions. There are some grammatical errors.	The student tends to repeat words all the time. There are serious grammatical errors that prevent the audience from understanding the message.
PRONUNCIATION, FLUENCY, AND INTONATION	There are no errors in pronunciation or intonation and fluent speech.	There are few occasional errors and a high degree of fluency.	There are more frequent errors in pronunciation and /or intonation and a monotonous voice.	There are lots of/more serious errors and the voice is monotonous.
ORAL PRODUCTION STRATEGIES	The student understands and executes the task with precision. The speech is exceptionally well-organized, coherent, and perfectly aligned with the task and audience.	The student understands the task clearly and can organize the ideas effectively. The speech demonstrates coherence, alignment with the task and audience, and appropriate use of resources.	The student has a basic grasp of the task but still struggles with organization and coherence. The student attempts to address the task and audience, but there are inconsistencies or minor errors.	The student struggles to understand what's needed and has difficulty organizing the ideas. The speech lacks coherence and may not align well with the task or audience.

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