PRESENTATION RUBRIC for PBL

(for grades 9-12; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✔
Explanation of Ideas & Information	▸ does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning ▸ selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) ▸ does not address alternative or opposing perspectives	▸ presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow ▸ attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed ▸ attempts to address alternative or opposing perspectives, but not clearly or completely	▸ presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4) ▸ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4) ▸ clearly and completely addresses alternative or opposing perspectives (CC 11-12.SL.4)	
Organization	▸ does not meet requirements for what should be included in the presentation ▸ does not have an introduction and/or conclusion ▸ uses time poorly; the whole presentation, or a part of it, is too short or too long	▸ meets most requirements for what should be included in the presentation ▸ has an introduction and conclusion, but they are not clear or interesting ▸ generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea	▸ meets all requirements for what should be included in the presentation ▸ has a clear and interesting introduction and conclusion ▸ organizes time well; no part of the presentation is too short or too long	
Eyes & Body	▸ does not look at audience; reads notes or slides ▸ does not use gestures or movements ▸ lacks poise and confidence (fidgets, slouches, appears nervous) ▸ wears clothing inappropriate for the occasion	▸ makes infrequent eye contact; reads notes or slides most of the time ▸ uses a few gestures or movements but they do not look natural ▸ shows some poise and confidence, (only a little fidgeting or nervous movement) ▸ makes some attempt to wear clothing appropriate for the occasion	▸ keeps eye contact with audience most of the time; only glances at notes or slides ▸ uses natural gestures and movements ▸ looks poised and confident ▸ wears clothing appropriate for the occasion	
Voice	▸ mumbles or speaks too quickly or slowly ▸ speaks too softly to be understood ▸ frequently uses "filler" words ("uh, um, so, and, like, etc.") ▸ does not adapt speech for the context and task	▸ speaks clearly most of the time ▸ speaks loudly enough for the audience to hear most of the time, but may speak in a monotone ▸ occasionally uses filler words ▸ attempts to adapt speech for the context and task but is unsuccessful or inconsistent	▸ speaks clearly; not too quickly or slowly ▸ speaks loudly enough for everyone to hear; changes tone and pace to maintain interest ▸ rarely uses filler words ▸ adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6)	

	Below Standard	**Approaching Standard**	**At Standard**	**Above Standard** ✔
Presentation Aids	▸ does not use audio/visual aids or media ▸ attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation	▸ uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation ▸ sometimes has trouble bringing audio/visual aids or media smoothly into the presentation	▸ uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest (CC 9-12.SL.5) ▸ smoothly brings audio/visual aids or media into the presentation	
Response to Audience Questions	▸ does not address audience questions (goes off topic or misunderstands without seeking clarification)	▸ answers audience questions, but not always clearly or completely	▸ answers audience questions clearly and completely ▸ seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question	
Participation in Team Presentations	▸ Not all team members participate; only one or two speak	▸ All team members participate, but not equally	▸ All team members participate for about the same length of time ▸ All team members are able to answer questions about the topic as a whole, not just their part of it	