

PRESENTATION RUBRIC for PBL: for grades 9-12; Common Core ELA aligned

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Explanation of Ideas & Information	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	

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Presentation Aids	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • does not address audience questions (goes off topic or misunderstands without seeking clarification) 	<ul style="list-style-type: none"> • answers some audience questions, but not always clearly or completely 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Not all team members participate; only one or two speak 	<ul style="list-style-type: none"> • All team members participate, but not equally 	<ul style="list-style-type: none"> • 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 	