

## PRESENTATION RUBRIC for PBL: for grades 9-12

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Explanation of Ideas & Information	<ul style="list-style-type: none"> <li>• does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning</li> <li>• 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)</li> <li>• does not address alternative or opposing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>• attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>• presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning</li> <li>• selects information, develops ideas and uses a style appropriate to the purpose, task, and audience</li> <li>• clearly and completely addresses alternative or opposing perspectives</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• does not meet requirements for what should be included in the presentation</li> <li>• does not have an introduction and/or conclusion</li> <li>• uses time poorly; the whole presentation, or a part of it, is too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>• meets most requirements for what should be included in the presentation</li> <li>• has an introduction and conclusion, but they are not clear or interesting</li> <li>• generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</li> </ul>	<ul style="list-style-type: none"> <li>• meets all requirements for what should be included in the presentation</li> <li>• has a clear and interesting introduction and conclusion</li> <li>• organizes time well; no part of the presentation is too short or too long</li> </ul>	
Eyes & Body	<ul style="list-style-type: none"> <li>• does not look at audience; reads notes or slides</li> <li>• does not use gestures or movements</li> <li>• lacks poise and confidence (fidgets, slouches, appears nervous)</li> <li>• wears clothing inappropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>• makes infrequent eye contact; reads notes or slides most of the time</li> <li>• uses a few gestures or movements but they do not look natural</li> <li>• shows some poise and confidence, (only a little fidgeting or nervous movement)</li> <li>• makes some attempt to wear clothing appropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>• keeps eye contact with audience most of the time; only glances at notes or slides</li> <li>• uses natural gestures and movements</li> <li>• looks poised and confident</li> <li>• wears clothing appropriate for the occasion</li> </ul>	
Voice	<ul style="list-style-type: none"> <li>• mumbles or speaks too quickly or slowly</li> <li>• speaks too softly to be understood</li> <li>• frequently uses “filler” words (“uh, um, so, and, like, etc.”)</li> <li>• does not adapt speech for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>• speaks clearly most of the time</li> <li>• speaks loudly enough for the audience to hear most of the time, but may speak in a monotone</li> <li>• occasionally uses filler words</li> <li>• attempts to adapt speech for the context and task but is unsuccessful or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• speaks clearly; not too quickly or slowly</li> <li>• speaks loudly enough for everyone to hear; changes tone and pace to maintain interest</li> <li>• rarely uses filler words</li> <li>• adapts speech for the context and task, demonstrating command of formal English when appropriate</li> </ul>	

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Presentation Aids	<ul style="list-style-type: none"> <li>• does not use audio/visual aids or media</li> <li>• attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation</li> <li>• sometimes has trouble bringing audio/visual aids or media smoothly into the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest</li> <li>• smoothly brings audio/visual aids or media into the presentation</li> </ul>	
Response to Audience Questions	<ul style="list-style-type: none"> <li>• does not address audience questions (goes off topic or misunderstands without seeking clarification)</li> </ul>	<ul style="list-style-type: none"> <li>• answers some audience questions, but not always clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>• answers audience questions clearly and completely</li> <li>• seeks clarification, admits “I don’t know” or explains how the answer might be found when unable to answer a question</li> </ul>	
Participation in Team Presentations	<ul style="list-style-type: none"> <li>• Not all team members participate; only one or two speak</li> </ul>	<ul style="list-style-type: none"> <li>• All team members participate, but not equally</li> </ul>	<ul style="list-style-type: none"> <li>• All team members participate for about the same length of time</li> <li>• All team members are able to answer questions about the topic as a whole, not just their part of it</li> </ul>	