ISR presentation rubric

Criteria	0 none	3 below	6 approach	9 meets
Explanation of ideas • 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		• 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 • meets all requirements for what should be included in the presentation • has a clear and interesting introduction and conclusion •		• 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,	• meets most requirements for what should be included in the presentation • has an introduction and conclusion, but they are not clear or interesting •	meets all requirements for what should be included in the presentation • has a clear and interesting introduction and conclusion • organizes time

organizes time well; no part of the presentation is too short or too long		or a part of it, is too short or too long	generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea	well; no part of the presentation is too short or too long

Presentation • 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		• 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

Vocal • 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		• 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	• 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

			inconsistent	when appropriate (CC 9-12.SL.6)
formal English when appropriate (CC 9-12.SL.6)				
Visual aids • 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		• 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 questions • 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		• 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
Team presos (optional) • All team members participate for about the same length of time • All team members are able to answer questions about		• 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

the topic as a whole, not just their part of it				their part of it