

P R E S E N T A T I O N R U B R I C f o r P B L

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

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Explanation of Ideas & Information (5, 7, 9, 10 pts)	<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) 	
Student-Specific Content (e.g. from Stephanie's: Cellular Mechanism of the Specific Cancer and Symptoms) (5, 7, 9, 10)	<ul style="list-style-type: none"> • not mentioned or wholly inaccurate 	<ul style="list-style-type: none"> • communicates a basic/inadequate level of understanding of the content presented 	<ul style="list-style-type: none"> • communicates an adequate level of understanding of the content presented 	

Organization (3, 4, 5)	<ul style="list-style-type: none"> • 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"> • 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"> • has a clear and interesting introduction and conclusion • organizes time well; no part of the presentation is too short or too long 	
Eyes & Body (2, 3, 4)	<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 	

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Voice (2, 3, 4)	<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) 	
Presentation Aids (5, 7, 9, 10)	<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 • visual aid contains all or mostly text with little to no images • visual aid contains numerous typos and/or grammatical errors 	<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 • visual aid relies too heavily on text, but does contain some helpful images • visual aid contains some typos and/or grammatical errors 	<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 • visual aid relies on images (not text) as the principal support for the oral presentation • visual aid is free of typos and grammatical errors 	
Response to Audience Questions (3, 4, 5, 6)	<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 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 	