

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)

	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 ▶ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience ▶ clearly and completely addresses alternative or opposing perspectives 	
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 	

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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 ▶ 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 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 	