

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 6-8; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Explanation of Ideas & Information	<ul style="list-style-type: none"> ▶ uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas 	<ul style="list-style-type: none"> ▶ uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant 	<ul style="list-style-type: none"> ▶ uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question (CC 6-8.SL.4) 	
Organization	<ul style="list-style-type: none"> ▶ does not include important parts required in the presentation ▶ does not have a main idea or presents ideas in an order that does not make sense ▶ 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"> ▶ includes almost everything required in the presentation ▶ moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order ▶ has an introduction and conclusion, but they are not effective ▶ 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"> ▶ includes everything required in the presentation ▶ states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner (CC 6-8.SL.4) ▶ has an effective introduction and conclusion ▶ organizes time well; no part of the presentation is rushed, 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 (CC 6-8.SL.4) ▶ 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 speak appropriately for the context and task (may be too informal, use slang) 	<ul style="list-style-type: none"> ▶ speaks clearly most of the time; sometimes too quickly or slowly ▶ speaks loudly enough for most of the audience to hear, but may speak in a monotone ▶ occasionally uses filler words ▶ tries to speak appropriately for the context and task 	<ul style="list-style-type: none"> ▶ speaks clearly; not too quickly or slowly (CC 6-8.SL.4) ▶ speaks loudly enough for everyone to hear; changes tone to maintain interest (CC 6-8.SL.4) ▶ rarely uses filler words ▶ speaks appropriately for the context and task, demonstrating command of formal English when appropriate (CC 6-8.SL.6) 	