

**P R E S E N T A T I O N   R U B R I C   f o r   P B L**  
(Grades 6-8; Common Core ELA aligned)

	<b>Below Standard (3)</b>	<b>Approaching Standard (7)</b>	<b>At Standard (10)</b>	<b>Total Points</b>
<b>Explanation of Ideas &amp; Information</b>	<ul style="list-style-type: none"> <li>• uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas</li> <li>• length of presentation is unacceptable for the amount of time spent on the project</li> </ul>	<ul style="list-style-type: none"> <li>• uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant</li> <li>• length of presentation does not fully reflect the amount of time spent on the project</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• length of presentation appropriately reflects amount of time spent on the project</li> </ul>	<hr style="width: 20px; margin: 0 auto;"/> Points x 4
<b>Organization</b>	<ul style="list-style-type: none"> <li>• includes few elements listed in project proposal</li> <li>• does not have a main idea or presents ideas in an order that does not make sense</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>• includes most elements listed in project proposal</li> <li>• moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order</li> <li>• has an introduction and conclusion, but they are not effective</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>• includes all elements listed in project proposal</li> <li>• 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)</li> <li>• has an effective introduction and conclusion</li> <li>• organizes time well; no part of the presentation is rushed, too short or too long</li> </ul>	<hr style="width: 20px; margin: 0 auto;"/> Points x 2
<b>Eyes &amp; Body</b>	<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> </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> </ul>	<ul style="list-style-type: none"> <li>• keeps eye contact with audience most of the time; only glances at notes or slides (CC 6-8.SL.4)</li> <li>• uses natural gestures and movements</li> <li>• looks poised and confident</li> </ul>	

	<b>Below Standard (3)</b>	<b>Approaching Standard (7)</b>	<b>At Standard (10)</b>	<b>Total Points</b>
<b>Voice</b>	<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 speak appropriately for the context and task (may be too informal, use slang)</li> </ul>	<ul style="list-style-type: none"> <li>• speaks clearly most of the time; sometimes too quickly or slowly</li> <li>• speaks loudly enough for most of the audience to hear, but may speak in a monotone</li> <li>• occasionally uses filler words</li> <li>• tries to speak appropriately for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>• speaks clearly; not too quickly or slowly (CC 6-8.SL.4)</li> <li>• speaks loudly enough for everyone to hear; changes tone to maintain interest (CC 6-8.SL.4)</li> <li>• rarely uses filler words</li> <li>• speaks appropriately for the context and task, demonstrating command of formal English when appropriate (CC 6-8.SL.6)</li> </ul>	
<b>Presentation Aids</b>	<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 distract from or do not add to the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest (CC 6-8.SL.5)</li> </ul>	
<b>Response to Audience Questions</b>	<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>	
<b>Participation in Team Presentations</b>	<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>	

**Total Points** \_\_\_\_\_ **(If Team, divide by 11)**

**Final Percentage** \_\_\_\_\_