

**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)

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Above Standard</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> </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> </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> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>▶ does not include important parts required in the presentation</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 almost everything required in the presentation</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 everything required in the presentation</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>	
<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> <li>▶ wears clothing inappropriate for the occasion</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> <li>▶ makes some attempt to wear clothing appropriate for the occasion</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> <li>▶ wears clothing appropriate for the occasion</li> </ul>	
<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>	

