

Presentation Rubric (ages 11-13)

Suggested criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Content	<p>Presentation includes all required content in a thoughtful way. Presentation topic is clear and thoughtfully explained.</p> <p>Presentation is not too long or too short.</p>	<p>Presentation includes all required content. Presentation topic is explained.</p> <p>Presentation may be slightly too long or too short.</p>	<p>Presentation tries to include required content. Presentation topic may be unclear and/or lacking explanation.</p> <p>Presentation may be much too long or too short.</p>	<p>Presentation barely has to do with the topic, or has nothing to do with the topic at all.</p>
Organization of ideas	<p>There are interesting introductory and concluding remarks.</p> <p>There is an interesting, logical progression of ideas from start to finish.</p> <p>There are skillful transitions between different parts of the presentation.</p>	<p>There are introductory and/or concluding remarks.</p> <p>Ideas are presented logically..</p> <p>There are usually transitions between different parts of the presentation.</p>	<p>There may be no introductory or concluding remarks.</p> <p>Parts of the presentation are focused, but many ideas are out of place</p> <p>There are very few or no transitions, or transitions are very weak.</p>	<p>Presentation has very little or no organization.</p>
Delivery	<p>Student's posture is open and confident. Student makes eye contact often, across the whole audience. Student only uses notes as a helpful tool and does not directly read from them.</p> <p>Student speaks clearly and at a natural pace. Student's volume is fitting and steady.</p> <p>Student pays clear attention to skilfully using formal English throughout the presentation.</p>	<p>Student's posture is mostly open. Student looks at the audience for most of the presentation. Student may look at notes often, but student rarely reads from them directly.</p> <p>Student speaks mostly clearly, but the pace may be slightly faster or slower than natural. Volume is fitting for most of the presentation.</p> <p>Student uses formal English in f the presentation.</p>	<p>Student's posture is somewhat closed. Student does not look at the audience for most of the presentation. Student may spend a lot of time reading from notes.</p> <p>Some parts of the presentation may be difficult to follow because the student is not speaking clearly, because of the student's speaking pace, or because of the student's volume.</p> <p>Student does not try to use formal English.</p>	<p>There is little or no effort at keeping the audience's attention with body language. Presenter may simply read notes aloud the entire presentation.</p> <p>Most or all of the presentation may be difficult to follow because the student is not speaking clearly, because of the student's speaking pace, or because of the student's volume.</p>
Presentation aids	<p>Presentation effectively uses audio/visual aids to boost audience interest and understanding. Audio/visual aids are clear, well-organized, and show creativity.</p> <p>Audio/visual aids contain very few or no errors in grammar, punctuation, or spelling.</p>	<p>Presentation uses audio/visual aids that are mostly effective at boosting audience interest and understanding. Audio/visual aids are mostly clear and well-organized.</p> <p>Audio/visual aids may contain a few slight errors in grammar, punctuation, and/or spelling.</p>	<p>Presentation includes audio/visual aids, but they may be minimal or difficult to follow. Audio/visual aids may be used as an afterthought.</p> <p>Audio/visual aids may contain several errors in grammar, punctuation, and/or spelling, which may make the aids harder to follow.</p>	<p>Presentation does not include audio/visual aids, or they do not at all help the audience to follow the presentation.</p> <p>Audio/visual aids may contain many errors in grammar, punctuation, and/or spelling, which may make the aids difficult or impossible to follow.</p>

Optional criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Response to audience questions	<p>Responses to audience questions are respectful, on-topic, and accurate. Responses are remarkably well put.</p> <p>Presenter shows a mastery of topic knowledge but admits when certain points are outside the presenter's knowledge.</p>	<p>Responses to audience questions are respectful, on-topic, and accurate. Responses may be slightly rambling.</p> <p>Presenter shows solid knowledge of the topic and admits when certain points are outside the presenter's knowledge.</p>	<p>Responses to audience questions are respectful, mostly accurate, and attempt to remain on-topic. Responses may ramble at length.</p> <p>Presenter shows some knowledge of the topic, but it is still developing. Presenter may unsuccessfully try to answer questions that are outside the presenter's knowledge.</p>	<p>Responses to audience questions are disrespectful, mostly inaccurate, and/or off-topic.</p> <p>Presenter shows very little or no knowledge of the topic. Presenter may actively misrepresent their knowledge of the topic.</p>
Group participation	<p>Student worked very effectively with other group members. All group members wholeheartedly agree that the student contributed their fair share to the presentation.</p> <p>Student shows leadership within the group.</p>	<p>Student worked effectively with other group members. All group members agree that the student contributed their fair share to the presentation.</p>	<p>Student mostly worked well with other group members but may have had some difficulties. Group members may feel that the student did not quite contribute their fair share to the presentation.</p>	<p>Student did not work well with other group members, and/or group members feel that the student did not contribute to the presentation.</p>
Academic citations	<p>Academic citations are always included where appropriate.</p> <p>All citations are formatted correctly.</p>	<p>Academic citations are always included where appropriate.</p> <p>Most citations are formatted correctly.</p>	<p>Academic citations are usually included where appropriate.</p> <p>At least some citations are formatted correctly.</p>	<p>Academic citations are rarely or never included where appropriate, or citations are rarely or never formatted correctly.</p>