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|  | **Below Standard (1- Point)** | **Approaching Standard (3- Points)** | **At Standard (5- Points)** |
| **Explanation of Ideas & Information** | • 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) | • 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 | • presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4)  • selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4) |
| **Organization** | • 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 | • 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 | • 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** | • does not look at audience; reads notes or slides  • does not use gestures or movements  • lacks poise and confidence (fidgets, slouches, appears nervous) | • 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) | • keeps eye contact with audience most of the time; only glances at notes or slides  • uses natural gestures and movements  • looks poised and confident |
| **Voice** | • mumbles or speaks too quickly or slowly  • speaks too softly to be understood  • does not adapt speech for the context and task | • speaks clearly most of the time  • speaks loudly enough for the audience to hear most of the time, but may speak in a monotone  • attempts to adapt speech for the context and task but is unsuccessful or inconsistent | • speaks clearly; not too quickly or slowly  • speaks loudly enough for everyone to hear; changes tone and pace to maintain interest  • adapts speech for the context and task, demonstrating command of formal English when appropriate |
| **Presentation Aids** | • 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 | • 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 | • 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 |