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| --- | --- | --- | --- | --- |
|  | **Below standard** | **Approaching standard** | **At standard** | **Above standard** |
| **Explanation of Ideas & Information** | uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas | uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant | uses relevant, well-chosen descriptions,facts, details, and examples to support main ideas |  |
| **Organization**  | does not include important parts required in the presentationdoes not have a main idea or presents ideas in an order that does not make sensedoes not have an introduction and/or conclusionuses time poorly; the whole presentation, or a part of it, is too short or too long | includes almost everything required in the presentationmoves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong orderhas an introduction and conclusion, but they are not effectivegenerally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | includes everything required in the presentationstates 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 conclusionorganizes time well; no part of the presentation is rushed, too short or too long |  |
| **Eyes & Body** | does not look at audience; reads notesdoes not use gestures or movementslacks poise and confidence (fidgets, slouches, appears  nervous) | makes infrequent eye contact; reads notes most of the timeuses a few gestures or movements but theydo not look naturalshows some poise and confidence (only alittle fidgeting or nervous movement) | keeps eye contact with audience most of the time; only glances at notesuses natural gestures and movementslooks poised and confident |  |
| **Voice** | mumbles or speaks too quickly or slowlyspeaks too softly to be understoodfrequently uses “filler” words (“uh, um, so, and, like, etc.”) | speaks clearly most of the time; sometimes too quickly or slowlyspeaks loudly enough for most of theaudience to hear, but may speak in a monotoneoccasionally uses filler words | speaks clearly; not too quickly or slowlyspeaks loudly enough for everyone to hear; changes tone to maintain interestrarely uses filler words |  |
| **Presentation Aids** | attempts to use one or a few audio/visualaids but they distract from or do not add to the presentation | uses audio/visual aids, but they sometimes distract from or do not add to the presentation | uses visual aids to clarify information, emphasizeimportant points, and add interest |  |
| **Response****to Audience****Questions** | does not address audience questions(goes off topic or misunderstands without seeking clarification) | answers some audience questions, but not always clearly or completely | answers audience questions clearly and completelyseeks clarification; explains how the answer might be found when unable to answer a question |  |
| **Takes Responsibility for Oneself** | Is not prepared, informed, and ready to work with the teamDoes not use technology tools as agreed upon by the team to communicate and manage project tasks Does not do project tasksDoes not complete tasks on timeDoes not use feedback from others to improve work | Is usually prepared, informed, and ready to work with the teamUses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently Does some project tasks, but needs to be remindedCompletes most tasks on timeSometimes uses feedback from others to improve work | Is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team (cc 6-12.sl.1a)Consistently uses technology tools as agreed upon by the team to communicate and manage project tasks Does tasks without having to be remindedCompletes tasks on timeUses feedback from others to improve work  |  |
| **Helpsthe Team** | does not help the team solve problems; may cause problemsdoes not ask probing questions, express ideas, or elaborate in response to questions in discussionsdoes not give useful feedback to othersdoes not offer to help others if they need it | cooperates with the team but may not actively help it solve problemssometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussionsgives feedback to others, but it may not always be useful sometimes offers to help others if they need it | helps the team solve problems and manage conflictsmakes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives (CC 6-12.SL.1c)gives useful feedback (specific, feasible, supportive) to others so they can improve their work offers to help others do their work if needed |  |