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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 presentation  does not have a main idea or presents ideas in an order that does not make sense  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 | includes almost everything required in the presentation  moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order  has an introduction and conclusion, but they are not effective  generally 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 presentation  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)  has an effective introduction and conclusion  organizes time well; no part of the presentation is rushed, too short or too long |  |
| **Eyes & Body** | does not look at audience; reads notes  does not use gestures or movements  lacks poise and confidence (fidgets, slouches, appears  nervous) | makes infrequent eye contact; reads notes 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  uses natural gestures and movements  looks poised and confident |  |
| **Voice** | mumbles or speaks too quickly or slowly  speaks too softly to be understood  frequently uses “filler” words (“uh, um, so, and, like, etc.”) | speaks clearly most of the time; sometimes too quickly or slowly  speaks loudly enough for most of the  audience to hear, but may speak in a monotone  occasionally uses filler words | speaks clearly; not too quickly or slowly  speaks loudly enough for everyone to hear; changes tone to maintain interest  rarely uses filler words |  |
| **Presentation Aids** | attempts to use one or a few audio/visual  aids 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, emphasize  important 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 completely  seeks 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 team  Does not use technology tools as agreed upon by the team to communicate and manage project tasks  Does not do project tasks  Does not complete tasks on time  Does not use feedback from others to improve work | Is usually prepared, informed, and ready to work with the team  Uses 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 reminded  Completes most tasks on time  Sometimes 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 reminded  Completes tasks on time  Uses feedback from others to improve work |  |
| **Helps the Team** | does not help the team solve problems; may cause problems  does not ask probing questions, express ideas, or elaborate in response to questions in discussions  does not give useful feedback to others  does not offer to help others if they need it | cooperates with the team but may not actively help it solve problems  sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions  gives 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 conflicts  makes 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 |  |