

# 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 9–12; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<b>Explanation of Ideas &amp; Information</b>	<ul style="list-style-type: none"> <li>▶ does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning</li> <li>▶ 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)</li> <li>▶ does not address alternative or opposing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>▶ 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</li> <li>▶ attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>▶ attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>▶ presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4)</li> <li>▶ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4)</li> <li>▶ clearly and completely addresses alternative or opposing perspectives (CC 11-12.SL.4)</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>▶ does not meet requirements for what should be included in the presentation</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>▶ meets most requirements for what should be included in the presentation</li> <li>▶ has an introduction and conclusion, but they are not clear or interesting</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>▶ meets all requirements for what should be included in the presentation</li> <li>▶ has a clear and interesting introduction and conclusion</li> <li>▶ organizes time well; no part of the presentation is 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</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 adapt speech for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>▶ speaks clearly most of the time</li> <li>▶ speaks loudly enough for the audience to hear most of the time, but may speak in a monotone</li> <li>▶ occasionally uses filler words</li> <li>▶ attempts to adapt speech for the context and task but is unsuccessful or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>▶ speaks clearly; not too quickly or slowly</li> <li>▶ speaks loudly enough for everyone to hear; changes tone and pace to maintain interest</li> <li>▶ rarely uses filler words</li> <li>▶ adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6)</li> </ul>	

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