# Presentation Rubric for PBL

(for grades 9-12; Common Core ELA aligned)

<table>
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<tr>
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<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
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| **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)  
▶ does not address alternative or opposing perspectives | ▶ 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  
▶ attempts to address alternative or opposing perspectives, but not clearly or completely | ▶ 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)  
▶ clearly and completely addresses alternative or opposing perspectives (CC 11-12.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)  
▶ wears clothing inappropriate for the occasion | ▶ 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)  
▶ makes some attempt to wear clothing appropriate for the occasion | ▶ keeps eye contact with audience most of the time; only glances at notes or slides  
▶ uses natural gestures and movements  
▶ looks poised and confident  
▶ wears clothing appropriate for the occasion | |
| **Voice** | ▶ mumbles or speaks too quickly or slowly  
▶ speaks too softly to be understood  
▶ frequently uses “filler” words (“uh, um, so, and, like, etc.”)  
▶ 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  
▶ occasionally uses filler words  
▶ 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  
▶ rarely uses filler words  
▶ adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6) | |

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<tr>
<td><strong>Presentation Aids</strong></td>
<td>▶ does not use audio/visual aids or media</td>
<td>▶ uses audio/visual aids or media, but they may sometimes distract from or not add to</td>
<td>▶ uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest (CC 9-12.SL.5)</td>
<td>✔️</td>
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<td>▶ attempts to use one or a few audio/visual aids or media, but they do not add to</td>
<td>▶ sometimes has trouble bringing audio/visual aids or media smoothly into the presentation</td>
<td>▶ smoothly brings audio/visual aids or media into the presentation</td>
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<td>or may distract from the presentation</td>
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<td><strong>Response to Audience Questions</strong></td>
<td>▶ does not address audience questions</td>
<td>▶ answers audience questions, but not always clearly or completely</td>
<td>▶ answers audience questions clearly and completely</td>
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<td>(goes off topic or misunderstands without seeking clarification)</td>
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<td>▶ seeks clarification, admits “I don't know” or explains how the answer might be found when unable to answer a question</td>
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<td><strong>Participation in Team Presentations</strong></td>
<td>▶ Not all team members participate; only one or two speak</td>
<td>▶ All team members participate, but not equally</td>
<td>▶ All team members participate for about the same length of time</td>
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<td>▶ All team members are able to answer questions about the topic as a whole, not just their part of it</td>
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