PRESENTATION RUBRIC for PBL
Digital Storytelling Project (for grades 9-12)

	Below Standard	Approaching Standard	At Standard	Above Standard ✔
Explanation of Ideas & Information	• does not present information, ideas, or findings clearly, concisely, and logically; 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, and ideas 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, and ideas clearly, concisely, and logically; audience can easily follow the line of reasoning • selects information, develops ideas and uses a style appropriate to the purpose, task, and audience	
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 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	

	Below Standard	Approaching Standard	At Standard	Above Standard ✔
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	
Presentation Aids	• does not use audio/visual aids or media • attempts to use one or a few photos, video and other 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 variety of photos, video and other media smoothly into the presentation	• uses well-produced audio/visual aids or media to enhance understanding of findings, and to add interest • smoothly brings variety of photos, video and other media into the presentation	

Response to Audience Questions	• does not address audience questions (goes off topic or misunderstands without seeking clarification)	• answers audience questions, but not always clearly or completely	• answers audience questions clearly and completely • seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question	
Teacher Notes:				