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| **Criteria** | **4 - Exceeds** | **3 - Meets** | **2 – Developing** | **1 -Insufficient** |
| *Claim/Topic* | The presentation focuses on a topic to inform with ideas, concepts, and information or presents a claim that takes a position **and connects to outside sources or issues** while providing and refuting counterclaims. | The response **focuses on a topic** to inform with ideas, concepts, and information or **presents a claim** that takes an arguable position and **provides and refutes counterclaims.** | The presentation has an **unclear** topic or **unarguable** claim or **does not refute counterclaims.** | The presentation **did not provide** a topic or claim or counterclaim. |
| *Evidence* | The presentation provides relevant facts, definitions, concrete details, text evidence, quotations, and examples **from outside, credible sources** that develop and explainthe topic or claim. | The presentation provides **relevant** facts, definitions, concrete details, text evidence, quotations, and examples **that develop and explain** the topic or claim. | The presentation provides **irrelevant or unsupportive** facts, definitions, concrete details, text evidence, quotations, and examples that **do not develop and explain** the topic or claim. | The presentation **did not provide** facts, details, or text evidence to support their topic or claim. |
| *Analysis/ Explanation* | The presentation explainsthe relationships between the topic/claim and the evidence and/or facts **using extended metaphors and analogies** or provides **extensive** evidence and relevant reasoning to support the topic or claim. | The presentation **explains** the relationships between the topic/claim and the evidence and/or facts or **provides sufficient evidence and relevant reasoning** to support the topic or claim. | The presentation **provides little explanation** on relationships between the topic/claim and the evidence and/or facts or **provides insufficient evidence and/or irrelevant reasoning** to support the topic or claim. | The presentation **does not explain** the relationships between topics/claims and evidence or **does not provide** reasoning to support the topic or claim. |
| *Organization* | The presentation has a structure and organization (transitions, context, etc.) carefully constructed to support the claim. The conclusion effectively strengthens the topic or claim and **extends and applies the idea to a wide audience.** | The presentation **has a structure and organization** **(transitions, context, etc.)** carefully constructed to support the claim. The **conclusion effectively strengthens** the topic or claim. | The presentation is **missing elements of structure and organization** (transitions, context, etc.)**.** The conclusion **merely restates** the topic or claim. | The presentation **lacks a structure and/or a conclusion.** |
| *Conventions* | The presentation uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.) **with no errors**. | The presentation uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.) **with minimal errors** in comparison to the length of the response | The presentation has **many errors** in standard English conventions of usage, and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.) in comparison to the length of the response. | The presentation has **consistent inaccuracies** in standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.). |
| *Nonverbal Skills* | Keeps eye contact with audience **the whole time;** **gives presentation from memory**, uses supportive gestures and movements, looks poised and confident, and wears clothing appropriate for the occasion. | Keeps eye contact with audience **most of the time**; only **glances** at notes or slides, **uses supportive** gestures and movements, **looks poised and confident**, and wears clothing **appropriate** for the occasion. | Keeps eye contact with audience **some** of the time; **reads notes or slides for a large amount of time**, uses **unsupportive** gestures and movements, looks **uneasy and nervous**, and wears clothing **informal** for the occasion. | **Does not make** eye contact with audience; **reads notes or slides for the whole time, uses distracting** gestures and movements, **lacks poise and confidence (fidgets, slouches, appears nervous)** and wears **inappropriate** clothingfor the occasion. |
| *Verbal Skills* | Speaks clearly, uses appropriate pacing, speaks loudly enough for everyone to hear; changes tone and pace to **captivate** interest, **does not use** filler words, **no need to** demonstrate flexibility and responsiveness, and demonstrates command of formal English when appropriate. | Speaks clearly**, uses appropriate pacing,** speaks loudly enough for everyone to hear; **changes** tone and pace to **maintain** interest, **rarely** uses filler words, demonstrates flexibility and responsiveness **effectively**, and demonstrates command of formal English when appropriate. | Speaks clearly **most of the time, speaks too quickly or slowly**, speaks loudly enough for everyone to hear **most of the time**; **speaks in a monotone**, uses filler words **at times**, demonstrates flexibility and responsiveness **ineffectively**, and demonstrates command of formal English when appropriate **with mispronunciations.** | **Does not speak clearly**,speaks too quickly or slowly, **speaks too softly to be understood**, speaks in a monotone, **frequently** uses filler words, **does not** demonstrates flexibility and responsiveness, and **uses informal English**. |
| **When applicable:** | | | | |
| *Product/ Presentation Aid* | Uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to **enhance** understanding of findings, reasoning, and evidence and to **captivate** interest. | **Utilizes** digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations **to show understanding of findings, reasoning, and evidence and to add interest.** | **References** digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations. | **Makes but does not reference** digital media (e.g., textual, graphical, audio, visual, and interactive elements) or **distracts** from presentations. |
| *Response to Audience Questions* | Answers audience questions clearly and completely **with sources**, seeks clarification, admits “I don’t know” and explains how the answer might be found when unable to answer a question **and provides a hypothesis for further inquiry.** | Answers audience questions **clearly** and **completely**, **seeks** clarification, **admits “I don’t know” and explains how the answer might be found when unable to answer a question.** | Answers audience questions **in a vague and incomplete manner**, **does not seek** clarification. | **Only responds with, “I don’t know.”** |
| *Due Date* | Presentation was done **on the day it was due**. | Presentation was done **at least 1 day after it was due.** | Presentation was done **2-4 days after it was due.** | Presentation was done **5 days or more after it was due.** |

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| **Scoring Guide** | | | |
| 40 = 100%  39 = 99%  38 = 98%  37 = 96%  36 = 95 %  35 = 93%  34 = 91% | 33 = 90%  32 = 88%  31 = 86%  30 = 85%  29 = 83%  28 = 81%  27 = 80%  26 = 79% | 25 = 77%  24 = 75%  23 = 73%  22 = 71%  21 = 70%  20 = 67%  19 = 66%  18 = 65% | | 17 = 63%  16 = 61%  15 = 58%  14 = 57%  13 = 55%  12 = 53%  11 = 51%  10 = 49% |