

Rubric for Presentations: Grades 11–12

To inform evaluation, this rubric explains how the criteria for each category might appear at different levels of competency. Text in **black** comes from the Speaking and Listening standards and the Language standards for each grade level; supplemental text in **bold/blue** comes from other grade levels, from the Writing standards, or from the capacities of the literate individual, as described [here](#).

	4	3	2	1	0
Ideas	<p>The speaker ...</p> <ul style="list-style-type: none"> • Presents information, findings, and supporting evidence. (SL.11–12.4) • Conveys a clear and distinct perspective. (SL.11–12.4) • Addresses alternative or opposing perspectives. (SL.11–12.4) • Develops ideas with a substance and style appropriate to the purpose, the audience, and a range of formal and informal tasks. (SL.11–12.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> • Occasionally loses focus on the information, findings, and supporting evidence. (SL.11–12.4) • Conveys a perspective that is somewhat clear and distinct. (SL.11–12.4) • Partially addresses alternative or opposing perspectives. (SL.11–12.4) • Develops ideas with a substance and style generally appropriate to the purpose, audience, and task. (SL.11–12.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> • Frequently loses focus on the information, findings, and supporting evidence. (SL.11–12.4) • Conveys a perspective that is at times unclear or difficult to distinguish. (SL.11–12.4) • Addresses alternative or opposing perspectives in a way that is insufficient or partly inaccurate. (SL.11–12.4) • Develops ideas with a substance and style often inappropriate for the purpose, audience, and task. (SL.11–12.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> • Is fully unfocused on the information, findings, and supporting evidence. (SL.11–12.4) • Conveys a perspective that is fully unclear and difficult to distinguish. (SL.11–12.4) • Addresses alternative or opposing perspectives in a way that is fully insufficient and mostly inaccurate. (SL.11–12.4) • Develops ideas with a substance and style generally inappropriate for the purpose, audience, and task. (SL.11–12.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> • Does not present information, findings, and supporting evidence. (SL.11–12.4) • Does not convey a clear or distinct perspective. (SL.11–12.4) • Does not address alternative or opposing perspectives. (SL.11–12.4) • Does not develop the topic. (SL.11–12.4)
Organization	<ul style="list-style-type: none"> • Presents a line of reasoning that listeners can follow. (SL.11–12.4) • Organizes information in a way that is appropriate to the purpose, audience, and task. (SL.11–12.4) • Clearly introduces the topic of the presentation. (W.11–12.1–3) • Uses appropriate and varied words or phrases, as well as varied syntax, to create cohesion and clarify relationships between sections of the presentation and/or ideas. (W.11–12.1–3) • Has a conclusion that follows from and supports presented ideas. (W.11–12.1–3) 	<ul style="list-style-type: none"> • Presents a line of reasoning that listeners can generally follow. (SL.11–12.4) • Organizes information in a way that is mostly appropriate to the purpose, audience, and task. (SL.11–12.4) • Introduces the topic of the presentation. (W.11–12.1–3) • Often uses words or phrases to create cohesion and clarify relationships between ideas. (W.11–12.1–3) • Has a conclusion. (W.11–12.1–3) 	<ul style="list-style-type: none"> • Presents a line of reasoning that is often difficult to follow. (SL.11–12.4) • Organizes information in a way that is generally inappropriate to the purpose, audience, or task. (SL.11–12.4) • Lacks an introduction or conclusion. (W.11–12.1–3) • Rarely uses words or phrases to create cohesion or clarify relationships between ideas. (W.11–12.1–3) 	<ul style="list-style-type: none"> • Presents a line of reasoning that is generally difficult to follow. (SL.11–12.4) • Organizes information in a way that is fully inappropriate to the purpose, audience, or task. (SL.11–12.4) • Lacks an introduction and conclusion. (W.11–12.1–3) • Does not use words or phrases to create cohesion or clarify relationships between ideas. (W.11–12.1–3) 	<ul style="list-style-type: none"> • Does not present a line of reasoning. (SL.11–12.4) • Does not organize information. (SL.11–12.4) • Does not present enough information to warrant an introduction or conclusion. (W.11–12.1–3) • Does not present enough information to warrant the use of words or phrases to create cohesion or clarify relationships between ideas. (W.11–12.1–3)
Media	<ul style="list-style-type: none"> • Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence, and add interest. (SL.11–12.5) 	<ul style="list-style-type: none"> • Uses digital media to convey findings, reasoning, and evidence, and to add interest. (SL.11–12.5) 	<ul style="list-style-type: none"> • Uses digital media that do not convey relevant findings, reasoning, or evidence, or that somewhat distract, mislead, or confuse listeners. (SL.11–12.5) 	<ul style="list-style-type: none"> • Uses digital media that are fully inaccurate, misleading, unrelated, or distracting. (SL.11–12.5) 	<ul style="list-style-type: none"> • Does not use digital media. (SL.11–12.5)
Delivery	<ul style="list-style-type: none"> • Uses appropriate eye contact, adequate volume, effective inflection, concise speech, and clear pronunciation to hold the audience's attention and emphasize important points. (SL.8.4, SL.9–10.5) • Uses natural gestures and movements. • Appears poised and confident. • Uses a variety of techniques (e.g., asks a question, shares an anecdote, presents a statistic, facilitates a short activity) to engage the audience. 	<ul style="list-style-type: none"> • Frequently uses appropriate eye contact, adequate volume, concise speech, and effective inflection to hold the audience's attention and emphasize important points. (SL.8.4, SL.9–10.5) • Uses gestures and movements that are mostly natural. • Generally appears confident. • Uses techniques to engage the audience. 	<ul style="list-style-type: none"> • Occasionally uses appropriate eye contact, adequate volume, concise speech, and effective inflection. (SL.8.4, SL.9–10.5) • Uses gestures and movements that are occasionally natural. • Frequently appears to lack confidence. • Attempts to engage the audience; however, techniques are often unsuccessful. 	<ul style="list-style-type: none"> • Often uses inappropriate eye contact, inadequate volume, unconcise speech, and ineffective inflection. (SL.8.4, SL.9–10.5) • Uses gestures and movements that are often unnatural. • Mostly appears to lack confidence. • Makes little attempt to engage the audience. 	<ul style="list-style-type: none"> • Does not use appropriate eye contact, adequate volume, concise speech, or effective inflection. (SL.8.4, SL.9–10.5) • Does not use gestures or movements. • Does not appear confident. • Makes no attempt to engage the audience.
Word Choice and Language	<ul style="list-style-type: none"> • Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.11–12.6) • Makes effective choices for meaning or style. (L.11–12.3) • Varies syntax for effect. (L.11–12.3) • Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.11–12.6, L.11–12.1) 	<ul style="list-style-type: none"> • Uses grade-appropriate general academic and domain-specific words and phrases in a way that is mostly accurate. (L.11–12.6) • Generally makes effective choices for meaning or style. (L.11–12.3) • Often varies syntax for effect. (L.11–12.3) • Generally uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.11–12.6, L.11–12.1) 	<ul style="list-style-type: none"> • Uses grade-appropriate general academic and domain-specific words and phrases in a way that is often inaccurate. (L.11–12.6) • Occasionally makes effective choices for meaning or style. (L.11–12.3) • Occasionally varies syntax; attempts to do so may not achieve the desired effect. (L.11–12.3) • Frequently uses informal English, and makes frequent errors in standard English grammar or usage. (SL.11–12.6, L.11–12.1) 	<ul style="list-style-type: none"> • Uses general academic and domain-specific words in a way that is generally inaccurate. (L.11–12.6) • Rarely makes effective choices for meaning or style. (L.11–12.3) • Rarely varies syntax; attempts to do so do not achieve the desired effect. (L.11–12.3) • Mostly uses informal English, and makes errors in grammar or usage that generally obscure meaning. (SL.11–12.6, L.11–12.1) 	<ul style="list-style-type: none"> • Does not present enough information to warrant the evaluation of word usage or the appropriate use of formal English or standard English grammar. (SL.11–12.6, L.11–12.1, L.11–12.3, L.11–12.6)

Occasionally/Rarely: 1–2 times | Some: 1–2 | Generally/Mostly: with 1–2 exceptions | Frequently: 3–5 times | Many: 3–5