

Presentation Rubric

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Name _____ Date _____

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| CATEGORIES | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|------------------------------|--|---|--|---|
| Thinking/ Inquiry | ideas are derivative or cliché | ideas show some original thinking | ideas are creative and original | ideas are creative, original and sophisticated |
| | props add little to the overall effect | props are effective to some extent | props are appropriate and add to the overall effect | props are used skillfully and creatively and add to the overall effect |
| | responses to questions are hesitant or unclear and may lack appropriateness | responses to questions are somewhat clear and appropriate most of the time | responses to questions are clear and appropriate | responses to questions are clear, appropriate and insightful |
| Communication | opening lacks clarity | opening introduces topic | opening is engaging and clearly introduces topic | opening is engaging, original and clearly introduces topic |
| | ideas are presented with significant lapses in logic | ideas are presented with some lapses in logic | ideas are presented in a logical sequence | ideas are presented logically and in an original way |
| | gestures and facial expressions are of limited effectiveness | gestures and facial expressions are effective some of the time | gestures and facial expressions are appropriate | gestures and facial expressions are used skillfully to deepen character and engage the audience |
| | audience is rarely engaged | audience is engaged some of the time | audience is engaged most of the time | audience is engaged throughout |
| | word choice and level of language reflects a limited sense of the intended purpose or audience | word choice and level of language attempts to suit the purpose and audience | word choice and level of language is appropriate to the purpose and audience | word choice and level of language is skillfully suited to the purpose of the audience |
| | speech lacks fluency, expressiveness and/or audibility | speech is fluent, expressive and audible some of the time | speech is fluent, expressive and audible | speech is fluent, highly expressive and audible |
| | conclusion lacks clarity | conclusion is partially clear | conclusion is clear and effective | conclusion is clear, effective and original |
| Application | use of language conventions is limited (e.g., grammar, usage) | use of language conventions involves some errors, though does not seriously interfere with overall effectiveness (e.g., grammar, usage) | use of language conventions is correct and effective (e.g., grammar, usage) | use of language conventions is correct, effective and sophisticated (e.g., grammar, usage) |

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