

ELO Presentation Rubric

NAME _____

Criterion	4 Exemplary	3 Proficient	2 Progressing	1 Beginning
Presentation (15 points)	The presentation communicates the information seamlessly through logical organization, introduction of and clear focus on the topic, smooth transitions, well-chosen supporting details, and a coherent conclusion. The student's delivery uses a variety of strategies to engage the audience and responds to audience cues.	The presentation communicates the information through logical organization and clear focus. The student's delivery is appropriate to the audience, context, and purpose.	The presentation communicates the information despite inconsistent organization and/or delivery.	The presentation does not communicate intended information because organization, and/or delivery interfere.
Information (22 points)	The student frequently integrates relevant supporting materials that add or clarify information for the presentation.	The student integrates relevant supporting materials that add or clarify information for the presentation.	The student infrequently references supporting materials, which may or may not add information to the presentation.	The student has materials that interfere with the presentation or are not referenced.
Learning Experience (12 points)	The student explains the reasons for choosing the goals of the learning experience, communicates how the student used the learning experience to address the targeted competencies, and makes further connections to prior and future learning.	The student explains the reasons for choosing the goals of the learning experience and how the student used the learning experience to address the targeted competencies.	The student explains the reasons for choosing the goals of the learning experience or the targeted competencies.	The student identifies the goals of the learning experience and/or the targeted competencies.
Cross-Curricular (10 points)	The student presents research and explains how it was used to generate additional questions, extensions, or cross-curricular relationships.	The student presents research. The student describes how it guided their work..	The student presents research, but is unable to articulate how it guided their work.	The student makes no reference to their research..
Progress (12 points)	The student selects and presents examples of how his/her research, reflection, and product are interconnected and describes how each impacted his/her learning along the way.	The student provides examples of how his/her research, reflection, and product illustrate his/her progress toward achieving his/her goals.	The student provides examples of two of the three process components in describing his/her progress toward achieving learning goals.	The student provides examples of one of the three process components in describing his/her learning goals.
Growth (14 points)	The student communicates what he/she learned through the successes and challenges of the learning experience and how he/she grew as a result of it.	The student communicates what he/she learned through the successes and challenges of the learning experience.	The student identifies a success and a challenge of the learning experience, with few details or commentary.	The student identifies a success or challenge of the learning experience without any details.
Inclusion of Classmates (15 points)	Includes all classmates in project; helps students understand and remember topic being shared	Includes most classmates in project; helps students understand and remember topic being shared	Includes few classmates in project OR does not help students understand and remember topic being shared	Includes few classmates in project AND does not help students understand and remember topic being shared OR does not include classmates at all
TOTAL				/ 100

Evaluator Comments: