

Presenter's Name:

SEEQS Portfolio Defense Oral Presentation Rubric

SCORING DOMAIN	STARTING	STRIVING	SUCCEEDING	SOARING
PRESENTATION CONTENT <i>Student can demonstrate understanding of the Sustainability Skills and has taken responsibility for developing them.</i>	<ul style="list-style-type: none"> • Demonstrates an unclear understanding of the Sustainability Skills • Explanations ineffectively connect exemplars to the sustainability skills • Reflections do not demonstrate student's development in the Sustainability Skills • Responses to questions are vague and demonstrate a minimal command of the content 	<ul style="list-style-type: none"> • Demonstrates a generic understanding of the Sustainability Skills • Explanations connect exemplars to the sustainability skills • Reflections begin to demonstrate the student's development in the Sustainability Skills • Responses to questions are limited and demonstrate a partial command of the content 	<ul style="list-style-type: none"> • Understanding of the Sustainability Skills is evident • Explanations effectively connect exemplars to the sustainability skills using examples and/or counter-examples • Reflections demonstrate the student's development in the Sustainability Skills • Responses effectively address questions and demonstrate a command of content 	<ul style="list-style-type: none"> • Presents an insightful and sophisticated understanding of the Sustainability Skills • Explanations convincingly connect exemplars to the sustainability skills using examples AND counter-examples • Reflections show how the student has taken conscientious responsibility for growing in the Sustainability Skills • Responses to questions are thoughtful, demonstrating deep understanding of the content
PRESENTATION ORGANIZATION <i>Student can create a logically organized presentation with attention to audience expectations.</i>	<ul style="list-style-type: none"> • A lack of organization makes it difficult to follow the presenter's ideas 	<ul style="list-style-type: none"> • Presentation has structure, but there is room for greater organizational clarity (e.g. transitions, sequencing) 	<ul style="list-style-type: none"> • Presentation is logically organized with effective transitions and attention to audience expectations (e.g. introduction, body, conclusion) 	<ul style="list-style-type: none"> • Presentation demonstrates rhetorical craft (e.g. engaging introduction, creatively sequenced body, effective transitions and insightful conclusion)
PRESENTATION DELIVERY <i>Student can use language and presentation skills suited to the occasion and audience.</i>	<ul style="list-style-type: none"> • Makes minimal use of presentation skills, including body posture, eye contact, voice, pace and deliberate movement • Uses language that is unsuited to the occasion and audience 	<ul style="list-style-type: none"> • Makes partial use of presentation skills, including body posture, eye contact, voice, pace and deliberate movement • Uses language that is at times unsuited to the occasion and audience 	<ul style="list-style-type: none"> • Presentation demonstrates a practiced and competent use of presentation skills, including body posture, eye contact, voice, pace and deliberate movement • Student uses language that is suited to the occasion and audience 	<ul style="list-style-type: none"> • Engages audience through command of presentation skills, including body posture, eye contact, voice, pace and deliberate movement • Uses sophisticated and varied language that is suited to the occasion and audience
PRESENTATION CRAFTSMANSHIP <i>Student can craft quality visual/performative elements that support the content and help communicate an intentional message.</i>	<ul style="list-style-type: none"> • Visual and/or performative components provide insufficient support for and/or distract from or confuse the message • Knowledge and control of tools, media, and technique is absent or very limited in Visual and/or performative components 	<ul style="list-style-type: none"> • Visual and/or performative components generally align with the content • Visual and/or performative components demonstrate limited knowledge and control of tools, media, and technique. 	<ul style="list-style-type: none"> • Visual and/or performative components support the content and an intentional message • Visual and/or performative components demonstrate knowledge and control of tools, media, and technique. 	<ul style="list-style-type: none"> • Visual and/or performative components deepen the message and increase audience engagement • Visual and/or performative components demonstrate sophisticated knowledge and advanced control of tools, media, and technique.

Key Vocabulary:

Exemplar: the project, the chosen work, selected to “exemplify” the student’s understanding and use of the sustainability skill

Artifact: the documented evidence of an exemplar (e.g. photos, text, quotes)