

***Noble High School School-wide Presentation Rubric- For Classroom Use***

On the following page of this document, you will find the Noble High School School-wide Presentation Rubric. This rubric has been designed to assess whether a student can meet our school’s expectations for research, as articulated in our Vision of a Graduate Learning Expectation A3.i:

**A1.ii. Effective Communication; Presentations:** Communicates clearly and effectively in presentations.

Our expectation at Noble High School is that students will be able to use presentations to convey their own original ideas and to present information that they have learned from other sources. We expect students to be able to design digital slideshow programs, posters, and other visual aids neatly and effectively; to speak with confidence and fluency; and to demonstrate a thorough understanding of their subject.

**Using this rubric:**

This rubric has been designed to assess whether students meet the standards for presentation as described by the Common Core State Standards for English Language Arts.

This rubric was designed with two optional columns at the right labeled “S” and “T”. These columns are intended to enable the students to evaluate themselves. Students put the grade that they think they deserve in the "S" column, and the teacher uses the "T" column.  
Other options for teachers when using this rubric would be to delete these two columns and to simply highlight in a bright color the square that best describes the student's work. If you would prefer to print the rubric, you could delete the T column and circle the square or bullets that best describe the student's work.

To print the rubric in landscape view, follow these directions: [Landscape Printing](#)



*"At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society."*

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|----------------------|-------------------------------------------------------------|--------------------|
| <b>Student Name:</b> | <b>Noble High School</b>                                    | <b>Course:</b>     |
| <b>Teacher:</b>      | <b>Vision of a Graduate Learning Expectations</b>           | <b>Unit:</b>       |
| <b>Date:</b>         | <b>A1: Academic- Effective Communication; Presentations</b> | <b>Assignment:</b> |

**Goal: To communicate a defined content to an audience.**

| Criteria                                                                                                                                                                                     | Distinguished (A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Advanced (B)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Basic (C)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Does Not Meet (NM)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Content</b><br><br>Demonstrates understanding of the required or proposed content.<br><br><a href="#">CCSS.ELA-SL.4</a><br><a href="#">CCSS.Math-MP3</a>                                  | Evidence of consistent use of all <b>five</b> of the following: <ul style="list-style-type: none"> <li>❑ Uses relevant facts, details, and examples, drawn from sources, to show understanding of topic</li> <li>❑ Combines and presents evidence from a variety of reliable, diverse, high-level sources.</li> <li>❑ Clearly explains how evidence (facts, details, and examples) relates to the topic</li> <li>❑ Correctly uses relevant words and/or technical terms</li> <li>❑ Addresses questions thoughtfully</li> </ul> | Evidence of consistent use of <b>four</b> of the following: <ul style="list-style-type: none"> <li>❑ Uses relevant facts, details, and examples, drawn from sources, to show understanding of topic</li> <li>❑ Combines and presents evidence from a variety of reliable, diverse, high-level sources.</li> <li>❑ Clearly explains how evidence (facts, details, and examples) relates to the topic</li> <li>❑ Correctly uses relevant words and/or technical terms</li> <li>❑ Addresses questions thoughtfully</li> </ul> | Evidence of consistent use of <b>three</b> of the following: <ul style="list-style-type: none"> <li>❑ Uses relevant facts, details, and examples, drawn from sources, to show understanding of topic</li> <li>❑ Combines and presents evidence from a variety of reliable, diverse, high-level sources.</li> <li>❑ Clearly explains how evidence (facts, details, and examples) relates to the topic</li> <li>❑ Correctly uses relevant words and/or technical terms</li> <li>❑ Addresses questions thoughtfully</li> </ul> | <b>Less than three</b> of the following: <ul style="list-style-type: none"> <li>❑ Uses relevant facts, details, and examples, drawn from sources, to show understanding of topic</li> <li>❑ Combines and presents evidence from a variety of reliable, diverse, high-level sources.</li> <li>❑ Clearly explains how evidence (facts, details, and examples) relates to the topic</li> <li>❑ Correctly uses relevant words and/or technical terms</li> <li>❑ Addresses questions thoughtfully</li> </ul> |
| <b>Non-Verbal Skills</b><br><br>Engages the audience with effective non-verbal communication.<br><br><a href="#">CCSS.ELA-SL.4</a>                                                           | Evidence of consistent use of all <b>four</b> of the following: <ul style="list-style-type: none"> <li>❑ Professional posture</li> <li>❑ Movements engage the audience in the material rather than distract (such as fidgeting)</li> <li>❑ Eye contact with all members of the audience</li> <li>❑ Dressed appropriately</li> </ul>                                                                                                                                                                                            | Evidence of consistent use of <b>three</b> of the following: <ul style="list-style-type: none"> <li>❑ Professional posture</li> <li>❑ Movements engage the audience in the material rather than distract (such as fidgeting)</li> <li>❑ Eye contact with all members of the audience</li> <li>❑ Dressed appropriately</li> </ul>                                                                                                                                                                                           | Evidence of consistent use of <b>two</b> of the following: <ul style="list-style-type: none"> <li>❑ Professional posture</li> <li>❑ Movements engage the audience in the material rather than distract (such as fidgeting)</li> <li>❑ Eye contact with all members of the audience</li> <li>❑ Dressed appropriately</li> </ul>                                                                                                                                                                                              | <b>Less than two</b> of the following: <ul style="list-style-type: none"> <li>❑ Professional posture</li> <li>❑ Movements engage the audience in the material rather than distract (such as fidgeting)</li> <li>❑ Eye contact with all members of the audience</li> <li>❑ Dressed appropriately</li> </ul>                                                                                                                                                                                              |
| <b>Verbal Skills</b><br><br>Engages the audience with effective verbal communication.<br><br><a href="#">CCSS.ELA-SL.6</a><br><a href="#">CCSS.ELA-SL.1</a><br><a href="#">CCSS.Math-MP6</a> | Evidence of consistent use of all <b>five</b> of the following: <ul style="list-style-type: none"> <li>❑ Clear pronunciation</li> <li>❑ Appropriate volume</li> <li>❑ Appropriate tone</li> <li>❑ Appropriate pacing</li> <li>❑ Few, if any, vocal fillers (ums, ahs, etc)</li> </ul>                                                                                                                                                                                                                                          | Evidence of consistent use of <b>four</b> of the following: <ul style="list-style-type: none"> <li>❑ Clear pronunciation</li> <li>❑ Appropriate volume</li> <li>❑ Appropriate tone</li> <li>❑ Consistent pacing</li> <li>❑ Few, if any, vocal fillers (ums, ahs, etc)</li> </ul>                                                                                                                                                                                                                                           | Evidence of consistent use of <b>three</b> of the following: <ul style="list-style-type: none"> <li>❑ Clear pronunciation</li> <li>❑ Appropriate volume</li> <li>❑ Appropriate tone</li> <li>❑ Consistent pacing</li> <li>❑ Few, if any, vocal fillers (ums, ahs, etc)</li> </ul>                                                                                                                                                                                                                                           | <b>Less than three</b> of the following: <ul style="list-style-type: none"> <li>❑ Clear pronunciation</li> <li>❑ Appropriate volume</li> <li>❑ Appropriate tone</li> <li>❑ Consistent pacing</li> <li>❑ Few, if any, vocal fillers</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Organization &amp; Evidence of Practice</b><br><br>Presentation shows evidence of preparation, practice, and thoughtful organization.<br><br><a href="#">CCSS.ELA-SL.6</a>                | Evidence of consistent use of all <b>four</b> of the following: <ul style="list-style-type: none"> <li>❑ Is an appropriate length</li> <li>❑ Organizes information to show a clear progression of ideas, including an introduction &amp; conclusion</li> <li>❑ Provides smooth transitions</li> <li>❑ Is knowledgeable about what information is being presented when</li> </ul>                                                                                                                                               | Evidence of consistent use of <b>three</b> of the following: <ul style="list-style-type: none"> <li>❑ Is an appropriate length</li> <li>❑ Organizes information to show a clear progression of ideas, including an introduction &amp; conclusion</li> <li>❑ Provides smooth transitions</li> <li>❑ Is knowledgeable about what information is being presented when</li> </ul>                                                                                                                                              | Evidence of consistent use of <b>two</b> of the following: <ul style="list-style-type: none"> <li>❑ Is an appropriate length</li> <li>❑ Organizes information to show a clear progression of ideas, including an introduction &amp; conclusion</li> <li>❑ Provides smooth transitions</li> <li>❑ Is knowledgeable about what information is being presented when</li> </ul>                                                                                                                                                 | <b>Less than two</b> of the following: <ul style="list-style-type: none"> <li>❑ Is an appropriate length</li> <li>❑ Organizes information to show a clear progression of ideas, including an introduction &amp; conclusion</li> <li>❑ Provides smooth transitions</li> <li>❑ Is knowledgeable about what information is being presented when</li> </ul>                                                                                                                                                 |

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| <p><b>Visual Aids &amp; Design</b></p> <p>If applicable, visuals used in presentation support and enhance the presenter's purpose and delivery.</p> <p><a href="#">CCSS.ELA-SL.5</a><br/><a href="#">CCSS.ELA-SL.4</a></p> | <p>Provides accurate and proper documentation of sources (as required by assignment)</p> <p><b><u>AND</u></b></p> <p>Evidence of consistent use of all <b>four</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reinforces material</li> <li><input type="checkbox"/> work has a professional appearance, and is aesthetically pleasing</li> <li><input type="checkbox"/> makes meaningful choices in the use of visual and audio materials</li> <li><input type="checkbox"/> work is free of mechanical errors</li> </ul> | <p>Provides accurate and proper documentation of sources (as required by assignment)</p> <p><b><u>AND</u></b></p> <p>Evidence of consistent use of <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reinforces material</li> <li><input type="checkbox"/> work has a professional appearance, and is aesthetically pleasing</li> <li><input type="checkbox"/> makes meaningful choices in the use of visual and audio materials</li> <li><input type="checkbox"/> work is free of mechanical errors</li> </ul> | <p>Provides accurate and proper documentation of sources (as required by assignment)</p> <p><b><u>AND</u></b></p> <p>Evidence of consistent use of <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reinforces material</li> <li><input type="checkbox"/> work has a professional appearance, and is aesthetically pleasing</li> <li><input type="checkbox"/> makes meaningful choices in the use of visual and audio materials</li> <li><input type="checkbox"/> work is free of mechanical errors</li> </ul> | <p>Does not provide accurate and proper documentation of sources (as required by assignment)</p> <p><b><u>OR</u></b></p> <p><b>Less than two</b> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reinforces material</li> <li><input type="checkbox"/> work has a professional appearance, and is aesthetically pleasing</li> <li><input type="checkbox"/> makes meaningful choices in the use of visual and audio materials</li> <li><input type="checkbox"/> work is free of mechanical errors</li> </ul> |
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**SCORE:**

**Where you are now:**

|               |          |       |               |
|---------------|----------|-------|---------------|
| Distinguished | Advanced | Basic | Does Not Meet |
|---------------|----------|-------|---------------|

Adopted: 6/2014