

Defense Rubric

[v.2, updated Aug. 2024]

Defense Criteria	Emerging	Developing	Proficient	Above and Beyond
Mastery of Knowledge <i>What skills and content has the student learned?</i>	- Demonstrates some content knowledge but might not yet communicate the purpose and context of the task and the skills learned in each artifact - Communicates a preliminary understanding of the context and purpose of the artifacts - Needs stronger evidence to support the thesis/claim	- Demonstrates content knowledge by communicating the purpose and context of the task and the skills learned in each artifact - Explains only some context and purpose of each artifact - Provides appropriate, but inconsistent evidence to support the thesis/claim	- Demonstrates detailed and specific content knowledge by communicating the purpose and context of the task and the skills learned in each artifact - Provides appropriate and consistent evidence using content-specific vocabulary to support the claim/ thesis statement of the presentation	In addition to meeting all proficient criteria, the student also meets two or more of the following: - Demonstrates content knowledge that goes beyond what was learned in class. - Includes specific evidence to support the plan/strategies to improve - Uses consistent fonts and visuals and avoids clutter - Consistently and creatively uses digital media to actively engage the audience - Shows consistent command of all presentation skills (body, posture, language, eye contact, voice, and timing) that keep the audience engaged
Application of Knowledge <i>How does the student apply their knowledge?</i>	- Attempts to connect content knowledge and skills from the artifact(s) to other disciplines or real-world scenarios, but the connections are minimal or unclear - Provides a basic or minimal description of how they applied the student learning outcomes in the completion of the artifact(s), but the explanation is unclear or lacking key elements	- Makes some connections between content knowledge and skills from the artifact(s) and other disciplines or real-world scenarios, but these connections may be inconsistent or lack depth. - Describes how they applied some of the student learning outcomes in the completion of the artifact(s), but the explanation may be incomplete or lack detail	- Connects content knowledge and skills from the artifact(s) to other disciplines and real-world scenarios - Thoroughly describes how they applied the student learning outcomes in completion of the artifact(s)	
Meta-cognition <i>How reflective is the student?</i>	- Attempts to discuss a plan or strategy to grow or improve, but the plan is vague, incomplete, or lacks actionable steps - Vaguely acknowledges areas where future growth and development are needed	- Recognizes and discusses some aspects of their growth, accomplishments, and successes, but the reflection may be surface-level or focused on only a few areas. - Acknowledges areas where future growth and development are needed, but does not provide a plan/strategy to improve	- Recognizes and discusses their growth, accomplishments, and successes - Discusses areas where future growth and development are needed and provides a plan/strategy to improve	



Presentation Guide

Directions: Use the following questions to guide your preparation for your defense presentation. Reach out to your teachers if you need help understanding or implementing any of these strategies.

- ☐ Have I included story-telling in my presentation?
- ☐ Have I created index cards or another note-taking device?
- ☐ Have I practiced this out loud in front of the mirror and timed it so it fits within my allotted time?
- ☐ Have I practiced this out loud in front of someone else and timed it? (teacher, friend, counselor, guardian)
- ☐ Have I learned it enough so as to not panic if I lose my place?
- ☐ Have I learned it enough to be able to make eye contact with my audience?
- ☐ Have I edited my presentation slides for elements that are ineffective or distracting such as:
 - Too much text
 - Misspelled words
 - Low-quality images
 - Inappropriate language
 - Fonts that are too small, or light, for the audience to read
- ☐ Have I ensured my presentation has a clear purpose?
- ☐ Have I organized my presentation in a way that is logical, with a clear introduction, body, and conclusion?
- ☐ Have I included relevant screenshots of assignments to demonstrate my growth?
- ☐ Have I sought feedback from peers or teachers?
- ☐ Have I considered my outfit for presentation day?
- ☐ Have I considered a backup plan in the case of technical difficulties?

Potential Questions from Panel

Please expect to be asked clarifying questions from your panelists. The purpose of these questions is only to gather additional evidence to enhance our understanding of your understanding.

1. Provide more context for the artifact (who, what, when, where, why, how).
2. How do you think this school has most prepared you for what comes next? In what ways do you think you are not prepared?
3. High School Specific: What is your plan once you graduate? Are you happy with this plan? How did you go about making your plans?
4. High School Specific: What is your intended major? Why? If you have not yet decided, what career/ discipline interests you most and why?
5. Do you feel ready for what comes next? If not, why not? What do you think would help you feel ready?
6. High School Specific: What do you foresee as your biggest challenges in college (leaving home, financial, emotional)?
7. Take one of your strengths and explain how it has come through this year.
8. Take one of your weaknesses and describe why it is a weakness. Provide an example of how you are working towards addressing it.
9. What excites you most about what's coming next? What makes you most nervous? Explain.
10. Describe how the skill(s) you gained in this artifact was used in another class or in another area of your life.
11. Describe how the skill(s) you gained in this artifact can be used in your future.
12. What is the value of learning the skills you practiced while completing this presentation?
13. From the teacher's perspective, what do you think was the purpose of this assignment? What did your teacher want you to learn through the process of completing this task?