Big Data Presentation Rubric

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|  | **Below Standards**  **(1)** | **Approaching Standards**  **(2)** | **Meeting Standards**  **(3)** | **Exceeding Standards**  **(4)** |
| **Explanation of Ideas & Information**  This category is weighted twice as much as the other categories | •   Does not present information, arguments, ideas, or findings clearly, concisely, and logically; Argument lacks supporting evidence; Audience cannot follow the line of reasoning  •   Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (too detailed or too vague, or using the wrong approach)  •   Does not address alternative or opposing perspectives | •   Presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; Line of reasoning is sometimes hard to follow  •   Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed  •   Attempts to address alternative or opposing perspectives, | •   Presents information, findings, arguments and supporting evidence (including at least 1 outside source that is referenced) clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4) (CISH-ESLR 1)  •   Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4) (CISH-ESLR 2)  2 | ***Students meet standards. Indicators of exceeding include but are not limited to*:**  ·   Presents information, findings, arguments and supporting evidence clearly (at least 2 outside sources that are clearly referenced), concisely, and logically; Audience is actively engaged in the learning process as both a participant and learner.  ·   Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience professionally  ·   Uses alternative or opposing perspectives to strengthen the ideas or information presented. |
| **Organization** | •   Does not meet requirements for what should be included in the presentation  •   Does not have an introduction and/or conclusion  •   Uses time poorly; The whole presentation, or a part of it, is too short or too long | •   Meets most requirements for what should be included in the presentation  •   Has an introduction and conclusion, but they are not clear or engaging  •   Inconsistent timing; may spend too much or too little time on a topic, media source, or idea | •   Meets all requirements for what should be included in the presentation  •   Has a clear and engaging introduction and conclusion  •   Organizes time well; no part of the presentation is too short or too long (CISH-ESLR 3)  fits in the allotted time (10-20 min) | ***Students meet standards. Indicators of exceeding include but are not limited to*:**  ·   Initiates additional mediums in addition to what should be included in the presentation.  ·   Has a clear and engaging, and possibly interactive introduction or conclusion  ·   Organizes time efficiently; Presentation flows at a pace that highlights key ideas or information. |
| **Eyes & Body**  And voice  (these constitute one category) | •   Does not look at audience; Reads exclusively from notes or slides  •   Does not use gestures or movements  •   Lacks poise and confidence (fidgets, slouches, appears nervous)  •   Wears clothing inappropriate for the occasion | •   Makes infrequent eye contact; reads notes or slides most of the time  •   Uses a few gestures or movements but they do not look natural  •   Shows some poise and confidence, (only a little fidgeting or nervous movement)  •   Makes some attempt to wear clothing appropriate for the occasion | •   Keeps eye contact with audience most of the time; occasionally glances at notes or slides (CISH-ESLR 2)  •   Uses natural gestures and movements  •   Looks poised and confident  •   Wears clothing appropriate for the occasion (CISH-ESLR 3) | ***Students meet standards. Indicators of exceeding include but are not limited to*:**  ·   Demonstrates body language that invites audience to be actively engaged with ideas or information in the presentation. |

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|  | **Below Standards**  **(1)** | **Approaching Standards**  **(2)** | **At Standards**  **(3)** | **Exceeding Standards**  **(4)** |
| **Voice** | •   Mumbles or speaks too quickly or slowly  •   Speaks too softly to be understood  •   Frequently uses “filler” words (“uh, um, so, and, like, etc.”)  •   Does not adapt speech for the context and task | •   Speaks clearly most of the time  •   Speaks loudly enough for the audience to hear most of the time, but may speak in a monotone  •   Occasionally uses filler words  •   Attempts to adapt speech for the context and task but is unsuccessful or inconsistent | •   Speaks clearly and at an appropriate pace  •   Speaks loudly enough for everyone to hear; changes tone and pace to maintain interest  •   Rarely uses filler words  •   Adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6) (CISH-ESLR 1/3)  •   Demonstrates | ***Students meet standards. Indicators of exceeding include but are not limited to*:**  •   Speaks clearly and at an appropriate pace  •   Speaks loudly enough for everyone to hear; changes tone and pace to maintain interest and emphasize important ideas or information  •   Rarely uses filler words  •   Adapts speech for the context and task, demonstrating command of formal English when appropriate.  Uses content specific vocabulary to demonstrate expertise. |
| **Presentation Aids** | •   Does not use audio/visual aids or media despite clear need for them  •   Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation | •   Uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation  •   Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation | •   Uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest (CC 9-12.SL.5)(CISH-ESLR 1)  •   Smoothly integrates audio/visual aids or media into the presentation (CISH-ESLR 1)  •   Use media that communicates to a wide variety of cultures. (CISH-ESLR 2/3) | ***Students meet standards. Indicators of exceeding include but are not limited to*:**  ·   Uses original audio/visual aids or media to enhance understanding of findings, reasoning, and evidence to add interest.  ·   Seamlessly and professionally integrates audio/visual aids or media into the presentation |
| **Response to Audience Questions** | •   Does not address audience questions (goes off topic or misunderstands without seeking clarification)  ·    Disrespects community members  by mocking or poking fun at the question | •   Answers audience questions, but not always clearly or completely  •   Is not open to seriously attempting to answer community member  questions | •   Answers community member questions clearly and completely (CISH-ESLR 1/2)  •   Seeks clarification, admits “I don’t know” or explains how the answer might be found when unable to answer a question (CISH-ESLR 3) | ***Students meet standards. Indicators of exceeding include but are not limited to*:**  ·   Uses evidence not previously discussed to clarify an answer.  ·   Encourages further debate, questioning or dialogue through an answer. |
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| **Participation in Team**  **Presentation**  (if a team presentation) | •   Not all team members participate; only one or two speak  •   No evidence of planning the presentation.  •   Students attempt to speak over each other and take away from each person’s opportunity to present. | •   All team members participate, but not equally  •   Some evidence of planning the presentation.   Practice seems minimal.  •   Students’ information and ideas seem disconnected from each other.  It feels like each student is doing their own separate presentation.  Uses at least 2 outside referenced sources | •   All team members participate equally (CISH-ESLR 1/2/3)  •   All team members are able to answer questions about the topic as a whole. (CISH-ESLR 1)  •   Clear evidence of planning and rehearsing the presentation.  (CISH-ESLR 1/3)  •   Students’ information is connected and builds upon on another. (CISH ESLR 1)  Uses at least 3 outside referenced sources  \ | ***Students meet standards. Indicators of exceeding include but are not limited to:***  ·   Team members clearly choreograph presentation with seamless transitions.  ·   Team members enhance the quality of one another’s participation by adding clarification or by choreographing use of media or visuals in the background.  Uses at least 4 outside referenced sources |