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 |