Safer Schools Presentation Assessment Rubric with Curriculum Levels B = Beginning P = (mostly) Proficient A = (consistently) Advanced

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| **Presentation** | **General Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Presentation and delivery**  ***(Audience / Purpose)*** | * **Facial and body gestures enhance rather than distract from presentation?** * **Use of eye contact?** * **Relaxed stance?** * **Use of pause to allow audience to assimilate message?** * **Variety of pace?** * **Modulation and volume of voice in delivery of presentation?** * **Vocal interest?** | * Cannot hear the presentation. * Pace is too fast/slow. * No eye contact with the audience. | * Can mostly hear the presentation. * Pace is slightly fast/slow. * Some eye contact with the audience. * Reads speech from notes. | * Can hear the presentation clearly. * Mostly a good pace. * Mostly has good eye contact with the audience. * Uses cue cards with complete speech written on. | * Confident presentation. * Can hear the presentation very clearly. * Good pace. * Beginning to use voice for effect. * Very good eye contact with the audience. * Uses cue cards with bullet points. | * Convincing, assured presentation. * Can hear the presentation very clearly. * Pace of speech used to enhance speech. * Deliberately uses voice for effect. * Eye contact with the audience used to gain and hold audience attention. * Effectively uses cue cards with bullet points. |
| **Content of presentation**  ***(Content)*** | **Message of presentation:**   * **Relevant, meaningful, clear and concise?** * **Does it have audience hooked?** * **Graphics relate/inform audience?** | * Not written in the speaker’s own words. * No logical sequence. * Graphics not included in presentation. | * Beginning to be written in the speaker’s own words. * Beginning to have a sequence. * Graphics relate to presentation. | * Mostly written in the speaker’s own words. * Mostly has a logical sequence. * Uses some simple researched information. * Graphics use consistent font, background colour, key information as bullet points. | * Written in the speaker’s own words. * Good logical sequence with clear distinction of ideas. * Researched topic. * Uses supporting evidence. * Graphics use consistent font, colour, and image size. * Presentation improves the speaker’s message. | * Written in the speaker’s own voice. * Ideas sequenced for effect. * Researched topic in depth. * Uses supporting evidence to convince audience. * Consistent font, colour, image size. * Presentation improves the speaker’s message with added impact, provoking thought. |
| **Language**  ***(Language features)*** | * **Use of grammar, punctuation and word selection to enhance presentation?** | * Simple language. | * Beginning to select language for effect. | * Uses some language for effect. | * Purposeful language selection to enhance speech. | * Deliberate language selection to effectively enhance speech. |
| **Effectiveness**  ***(Audience / Purpose)*** | * **Impact on audience?** * **Audience reaction?** | * Not interesting. * Not informative. * Not original. | * Beginning to be interesting. * Beginning to be informative. * Some originality. | * Mostly interesting. * Mostly informative. * Mostly original. | * Very interesting. * Very informative. * Original. | * Exciting. * Expert information. * Original. |