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.
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| **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.
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| **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.
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| **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.
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