

## Digital Portfolio Presentation Rubric

**Student Name:**

**Score:**

Criteria	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<b>Delivery</b> [OC-2]	Creatively and effectively uses a variety of appropriate strategies throughout presentation to enhance communication with the audience, (e.g., spontaneously responding to audience nonverbal or verbal reactions).	Uses a variety of appropriate strategies throughout presentation to communicate ideas: eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture (OC-10-2.5)	Uses some appropriate strategies to communicate ideas, but may not be consistent throughout presentation	Ineffectively uses strategies to communicate ideas or lacks use of presentation strategies (e.g., little or no eye contact).
	Dress is appropriate.	Dress is appropriate.	Dress is appropriate.	Dress is not appropriate.
	Presentation is within stated time limit.	Presentation is within stated time limit.	Presentation is mostly within stated time limit.	Presentation is not within stated time limit.
<b>Organization</b> [W-2]	Exhibits creative (e.g., consistent with discourse style - satire, humor) and logical organization (e.g., one concept/idea builds to the next).	Exhibits logical organization (e.g., key ideas/concepts are meaningfully connected to topic). (OC-10-2.1)	Clearly attempts to organize information; concept and/or ideas are loosely connected to topic.	Little logical order is apparent.
	Clearly maintains focus throughout, with specific examples fully developed (e.g., use of anecdotes, analogies, etc.).	Maintains a consistent focus throughout. (OC-10-2.2)	Occasionally lacks focus.	Often lacks focus
	Exhibits flowing, succinct transitions of key points.	Includes smooth transitions between key points. (OC-10-2.3)	Includes transitions between most key points, but this is sometimes choppy or confusing.	Exhibits choppy, disjointed, or no transitions between key points; little flow from one idea to the next.
	Provides a clear and compelling conclusion which restates the premise of thesis effectively and resolves questions.	Provides a coherent, logically supported conclusion related to topic/thesis. (OC- 10-2.3)	Attempts to provide a conclusion.	Little or no attempt to provide a conclusion.
<b>Language Use</b> [OC-2] [W-9]	Uses sophisticated and/or varied language, appropriate for audience, context, and purpose.	Uses language appropriate to audience, context and purpose. (OC-10-2.1)	Occasionally chooses words/ language that is not appropriate for audience, context, or purpose (e.g., use of jargon or informal language when formal is called for)	Rarely selects words appropriate for audience, context, or purpose.
	Uses proper grammar. May use grammar in novel ways for an intended effect consistent with purpose.	Uses proper grammar. Minor errors do not interfere with the message (W –10-9.1)	Usually uses proper grammar	Occasionally uses proper grammar. Grammatical errors interfere with overall meaning or message.

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Nearly Meets Standard</b>	<b>Below Standard</b>
<b>Content</b> <b>[W-6, 8]</b> <b>[OC-2]</b> <b>[R-15]</b>	Selects compelling and substantive information (supported by research) to set context related to topic.	Selects appropriate, accurate, and relevant information (supported by research) to set context related to topic. (W-10-6.2) (W-10-6.5) (W-10-8.1)	Selects some appropriate, accurate, and relevant information (supported by research) to set context related to topic.	Selects inappropriate, inaccurate or irrelevant information, or information is supported by insufficient research to set context related to topic.
	Supports thesis/topic with substantive details and evidence.	Supports thesis/topic with well-chosen details and evidence. (OC 10-2.3) (W-10-6.4b)	Supports thesis with some details and evidence.	Supports thesis with insufficient details or evidence.
	Includes substantive facts/details and evidence for appropriate depth of information to support conclusions.	Includes sufficient facts/details for appropriate depth of information to support conclusions. (R- 10-15.4) (W-10-8.1)	Includes some unclear or extraneous facts/details that may not support conclusions.	Includes few or no accurate facts/details to support conclusions.
	Elaborates on significance of new knowledge acquired to resolve personal questions or makes insightful connections to thesis/topic.	Clearly states significance of new knowledge acquired to support thesis/topic. (W-10-6.4a) (W-10-8.4)	Summarizes new knowledge acquired to support thesis/topic but lacks connections to significance.	States little evidence of acquisition of new knowledge to support thesis/topic.
<b>Media Use</b> <b>[OC-2]</b> <b>(if applicable)</b>	Selects and uses well-crafted media (e.g., use of sophisticated editing – sound, juxtapositions or uniqueness of images) to communicate desired information to enhance and deepen audience understanding.	Selects and uses appropriate media to communicate desired information to enhance audience understanding. (OC-10-2.6)	Selects and uses media appropriately; however, media use detracts somewhat from the audience understanding (e.g., lack of clarity of images or text; requires further editing; lacks organization consistent with topic).	Selects and uses media inappropriate to audience, context, or purpose
<b>Student response to judges questions and feedback</b> <b>[OC-2]</b>	Responds effectively to judges questions and feedback	Responds effectively to judges questions and feedback (OC 10-2.4)	Responds somewhat effectively to judges questions and feedback	Responds ineffectively to judges questions and feedback