# Portfolio-Defense Rubric

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| Scoring Domain | **Emerging** | **Developing** | Proficient | Advanced |
| **Depth of Understanding**  *How specifically and completely have I reflected on [school/district outcomes]?* | * Demonstrates incomplete, inaccurate, and/or insufficient understanding of [school/district outcomes] * Evidence is minimally drawn upon or inaccurately cited. | * Demonstrates general or surface-level understanding of [school/district outcomes] * Evidence is cited to support claims, though inconsistently or insufficiently. | * Demonstrates thoughtful and detailed understanding of [school/district outcomes] * Evidence is consistently and accurately cited to support claims. | * Demonstrates complex and/or original thinking about [school/district outcomes] * Evidence is carefully chosen and skillfully cited to make convincing claims. |
| **Preparation**  *How well does my portfolio and presentation reflect effort and attention to quality?* | * Portfolio and presentation reflect minimal effort and attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.) * A lack of organization makes it difficult to follow ideas in the portfolio and/or the presentation. | * Portfolio and presentation reflect inconsistent effort and attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.) * Presentation has structure, but room for greater organizational clarity (e.g. transitions, sequencing). | * Portfolio and presentation reflect consistent effort and attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.) * All components are logically organized, with good use of transitions and attention to audience/reader expectations (e.g. intro, body, conclusion). | * Portfolio and presentation reflect impressive effort and proud attention to detail (e.g. grammar/spelling, graphic design, formatting, prepared notes, etc.) * Components demonstrate rhetorical craft (e.g. an engaging introduction, a creatively sequenced body, effective transitions, and/or an insightful conclusion). |
| Oral Presentation skills *How effectively am I speaking to my audience during my presentation?* | * Makes minimal use of presentation skills, including body posture, language, eye contact, voice and timing. * Uses language that is unsuited to the occasion and audience. * Responses to questions are vague and demonstrate a minimal command of the topic. | * Makes partial use of presentation skills, including body posture, language, eye contact, voice and timing. * Uses language that is at times unsuited to the occasion and audience. * Responses to questions are limited and demonstrate a partial command the topic. | * Demonstrates a practiced and competent use of presentation skills, including body posture, language, eye contact, voice and timing. * Uses appropriate language that is suited to the occasion and audience. * Responds confidently to questions and demonstrates a command of the topic. | * Engages audience through command of presentation skills, including body posture, language, eye contact, voice and timing that keep the audience engaged. * Uses sophisticated and varied language that is suited to the occasion and audience. * Responses to questions are thoughtful, demonstrating an in-depth understanding of the topic. |