# 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.
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| **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).
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| 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.
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