Portfolio-Defense Rubric

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.