

Rubric for Presentations: Grades 9–10

To inform evaluation, this rubric explains how the criteria for each category might appear at different levels of competency. Text in **black** comes from the Speaking and Listening standards and the Language standards for each grade level; supplemental text in **bold/italic** comes from other grade levels, from the Writing standards, or from the capacities of the literate individual, as described [here](#).

	4	3	2	1	0
Ideas	<p>The speaker . . .</p> <ul style="list-style-type: none"> • Presents information, findings, and supporting evidence. (SL.9–10.4) • Develops ideas with a substance and style appropriate for the purpose, audience, and task. (SL.9–10.4) • Presents a line of reasoning that listeners can follow. (SL.9–10.4) • Organizes information in a way that is appropriate to the purpose, audience, and task. (SL.9–10.4) • Clearly introduces the topic of the presentation. (W.9–10.1–3) • Uses appropriate and varied words or phrases to create cohesion and clarify relationships between sections of the presentation and/or ideas. (W.9–10.1–3) • Has a conclusion that follows from and supports ideas presented. (W.9–10.1–3) 	<p>The speaker . . .</p> <ul style="list-style-type: none"> • Occasionally loses focus on the information, claims, and findings. (SL.9–10.4) • Develops ideas with a substance and style generally appropriate for the purpose, audience, and task. (SL.9–10.4) • Presents a line of reasoning that listeners can generally follow. (SL.9–10.4) • Organizes information in a way that is mostly appropriate to the purpose, audience, and task. (SL.9–10.4) • Introduces the topic of the presentation. (W.9–10.1–3) • Often uses words or phrases to create cohesion and clarify relationships between ideas. (W.9–10.1–3) • Has a conclusion. (W.9–10.1–3) 	<p>The speaker . . .</p> <ul style="list-style-type: none"> • Frequently loses focus on the information, claims, and findings. (SL.9–10.4) • Develops ideas with a substance and style frequently inappropriate for the purpose, audience, and task. (SL.9–10.4) • Presents a line of reasoning that is often difficult to follow. (SL.9–10.4) • Organizes information in a way that is generally inappropriate to the purpose, audience, or task. (SL.9–10.4) • Lacks an introduction or conclusion. (W.9–10.1–3) • Rarely uses words or phrases to create cohesion or clarify relationships between ideas. (W.9–10.1–3) 	<p>The speaker . . .</p> <ul style="list-style-type: none"> • Is fully unfocused on the information, claims, and findings. (SL.9–10.4) • Develops ideas with a substance and style generally inappropriate for the purpose, audience, and task. (SL.9–10.4) • Presents a line of reasoning that is generally difficult to follow. (SL.9–10.4) • Organizes information in a way that is fully inappropriate to the purpose, audience, or task. (SL.9–10.4) • Lacks an introduction and conclusion. (W.9–10.1–3) • Does not use words or phrases to create cohesion or clarify relationships between ideas. (W.9–10.1–3) 	<p>The speaker . . .</p> <ul style="list-style-type: none"> • Does not present information, claims, and findings. (SL.9–10.4) • Does not develop the topic. (SL.9–10.4) • Does not present a line of reasoning. (SL.9–10.4) • Does not organize information. (SL.9–10.4) • Does not present enough information to warrant an introduction or conclusion. (W.9–10.1–3) • Does not present enough information to warrant the use of words or phrases to create cohesion or clarify relationships between ideas. (W.9–10.1–3)
Organization	<ul style="list-style-type: none"> • Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence, and add interest. (SL.9–10.5) 	<ul style="list-style-type: none"> • Uses digital media to convey findings, reasoning, and evidence, and to add interest. (SL.9–10.5) 	<ul style="list-style-type: none"> • Uses digital media that do not convey relevant findings, reasoning, or evidence, or that somewhat distract, mislead, or confuse listeners. (SL.9–10.5) 	<ul style="list-style-type: none"> • Uses digital media that are fully inaccurate, misleading, unrelated, or distracting. (SL.9–10.5) 	<ul style="list-style-type: none"> • Does not use digital media. (SL.9–10.5)
Media	<ul style="list-style-type: none"> • Speaks clearly, concisely, and logically. (SL.9–10.5) • Uses appropriate eye contact, adequate volume, clear pronunciation, and effective inflection to hold the audience's attention and emphasize important points. (SL.8.4) • Uses natural gestures and movements. • Appears poised and confident. 	<ul style="list-style-type: none"> • Generally speaks clearly, concisely, and logically. (SL.9–10.5) • Frequently uses appropriate eye contact, adequate volume, clear pronunciation, and effective inflection to hold the audience's attention and emphasize important points. (SL.8.4) • Uses gestures and movements that are mostly natural. • Generally appears confident. 	<ul style="list-style-type: none"> • Speaks in a way that is often unclear, uncoarse, or illogical. (SL.9–10.5) • Occasionally uses appropriate eye contact, adequate volume, clear pronunciation, and effective inflection. (SL.8.4) • Uses gestures and movements that are occasionally natural. • Frequently appears to lack confidence. 	<ul style="list-style-type: none"> • Speaks in a way that is mostly unclear, uncoarse, or illogical. (SL.9–10.5) • Generally does not use adequate volume, clear pronunciation, or effective inflection. (SL.8.4) • Uses gestures and movements that are often unnatural. • Mostly appears to lack confidence. 	<ul style="list-style-type: none"> • Does not speak clearly, concisely, or logically. (SL.9–10.5) • Does not use appropriate eye contact, adequate volume, clear pronunciation, or effective inflection. (SL.8.4) • Does not use gestures or movements. • Does not appear confident.
Delivery	<ul style="list-style-type: none"> • Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.9–10.6) • Uses parallel structure and various types of phrases to convey specific meaning and add variety and interest. (L.9–10.1) • Makes effective choices for meaning or style. (L.9–10.3) • Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.9–10.5, L.9–10.1) 	<ul style="list-style-type: none"> • Uses grade-appropriate general academic and domain-specific words and phrases in a way that is mostly accurate. (L.9–10.6) • Generally uses parallel structure and different types of phrases to convey meaning and add variety and interest. (L.9–10.1) • Often makes effective choices for meaning or style. (L.9–10.3) • Generally uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> • Uses grade-appropriate general academic and domain-specific words and phrases in a way that is often inaccurate. (L.9–10.6) • Occasionally uses parallel structures and phrasing to convey meaning. (L.9–10.1) • Makes choices for meaning or style that are frequently unclear or inappropriate. (L.9–10.3) • Frequently uses informal English and makes frequent errors in standard English grammar or usage. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> • Uses general academic and domain-specific words in a way that is generally inaccurate. (L.9–10.6) • Uses structures that often lack parallelism or phrasing that confuses meaning. (L.9–10.1) • Makes choices for meaning or style that are generally unclear or inappropriate. (L.9–10.3) • Mostly uses informal English and makes errors in grammar or usage that generally obscure meaning. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> • Does not present enough information to warrant the evaluation of structures, phrasing, meaning, style, word choice, or the appropriate use of formal English or standard English grammar. (SL.9–10.6, L.9–10.1, L.9–10.3, L.9–10.6)
Word Choice and Language	<ul style="list-style-type: none"> • Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.9–10.6) • Uses parallel structure and various types of phrases to convey specific meaning and add variety and interest. (L.9–10.1) • Makes effective choices for meaning or style. (L.9–10.3) • Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.9–10.5, L.9–10.1) 	<ul style="list-style-type: none"> • Uses grade-appropriate general academic and domain-specific words and phrases in a way that is mostly accurate. (L.9–10.6) • Generally uses parallel structure and different types of phrases to convey meaning and add variety and interest. (L.9–10.1) • Often makes effective choices for meaning or style. (L.9–10.3) • Generally uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> • Uses grade-appropriate general academic and domain-specific words and phrases in a way that is often inaccurate. (L.9–10.6) • Occasionally uses parallel structures and phrasing to convey meaning. (L.9–10.1) • Makes choices for meaning or style that are frequently unclear or inappropriate. (L.9–10.3) • Frequently uses informal English and makes frequent errors in standard English grammar or usage. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> • Uses general academic and domain-specific words in a way that is generally inaccurate. (L.9–10.6) • Uses structures that often lack parallelism or phrasing that confuses meaning. (L.9–10.1) • Makes choices for meaning or style that are generally unclear or inappropriate. (L.9–10.3) • Mostly uses informal English and makes errors in grammar or usage that generally obscure meaning. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> • Does not present enough information to warrant the evaluation of structures, phrasing, meaning, style, word choice, or the appropriate use of formal English or standard English grammar. (SL.9–10.6, L.9–10.1, L.9–10.3, L.9–10.6)

Occasionally/Rarely: 1–2 times | Some: 1–2 | Generally/Mostly: with 1–2 exceptions | Frequently: 3–5 times | Many: 3–5

Progression of CCRSL-Aligned Presentation Skills: 6–12

This table explains how the expectations for standards-aligned oral presentations change across grades. Text in **black** comes from the Speaking and Listening standards and the Language standards for each grade level; supplemental text in **bold/blue** comes from other grade levels, or from the capacities of the literate individual, as described [here](#). **Highlights** indicate developments from the previous grade. Some of the elements in the progression imply prerequisite reading standards have been addressed.

	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Ideas	<p>The speaker ...</p> <ul style="list-style-type: none"> Reports on a topic or text or presents claims and findings. (SL.5.4, SL.6.4) Supports and accentuates main ideas or themes with pertinent descriptions, facts, and details. (SL.5.4, SL.6.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> Presents information, claims, and findings. (SL.7.4, SL.9–10.4) Emphasizes salient points with pertinent descriptions, facts, and details. (SL.7.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> Presents information, claims, and findings. (SL.8.4, SL.9–10.4) Emphasizes salient points with relevant evidence, sound valid reasoning, and well-chosen details. (SL.8.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> Presents information, findings, and supporting evidence. (SL.9–10.4) Develops ideas with a substance and style appropriate to the purpose, audience, and task. (SL.9–10.4) 	<p>The speaker ...</p> <ul style="list-style-type: none"> Presents information, findings, and supporting evidence. (SL.11–12.4) Conveys a clear and distinct perspective. (SL.11–12.4) Addresses alternative or opposing perspectives. (SL.11–12.4) Develops ideas with a substance and style appropriate to the purpose, audience, and a range of formal and informal tasks. (SL.11–12.4)
Organization	<ul style="list-style-type: none"> Clearly introduces the topic of the presentation. (W.6.1–3) Sequences ideas logically (SL.6.4) Uses words or phrases to clarify the relationship between ideas. (W.6.1–3) Has a conclusion that follows from and supports the ideas presented. (W.6.1–3) 	<ul style="list-style-type: none"> Clearly introduces the topic of the presentation. (W.7.1–3) Organizes the sequence of ideas logically. (W.7.1–3) Uses words or phrases to transition smoothly between ideas. (W.7.1–3) Has a conclusion that follows from and supports the ideas presented. (W.7.1–3) 	<ul style="list-style-type: none"> Clearly introduces the topic of the presentation. (W.8.1–3) Organizes the sequence of ideas logically and coherently. (W.8.1–3) Uses a variety of words or phrases to create cohesion and clarify the relationship between ideas. (W.8.1–3) Has a conclusion that follows from and supports the ideas presented. (W.8.1–3) 	<ul style="list-style-type: none"> Presents a line of reasoning that listeners can follow. (SL.9–10.4) Organizes information in a way that is appropriate to the purpose, audience, and task. (SL.9–10.4) Clearly introduces the topic of the presentation. (W.9–10.1–3) Uses appropriate and varied words or phrases to create cohesion and clarify relationships between sections of the presentation and/or ideas. (W.9–10.1–3) Has a conclusion that follows from and supports the ideas presented. (W.9–10.1–3) 	<ul style="list-style-type: none"> Presents a line of reasoning that listeners can follow. (SL.11–12.4) Organizes information in a way that is appropriate to the purpose, audience, and task. (SL.11–12.4) Clearly introduces the topic of the presentation. (W.11–12.1–3) Uses appropriate and varied words or phrases, as well as varied syntax, to create cohesion and clarify relationships between sections of the presentation and/or ideas. (W.11–12.1–3) Has a conclusion that follows from and supports the ideas presented. (W.11–12.1–3)
Media	<ul style="list-style-type: none"> Includes multimedia components (e.g., graphics, images, music, and sound) and visual displays to clarify information, claims, and findings. (SL.6.5, SL.7.5) Uses appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4) Delivers information at an understandable pace. (SL.5.4) 	<ul style="list-style-type: none"> Includes multimedia components (e.g., graphics, images, music, and sound) and visual displays to clarify information, claims, and findings; and to emphasize salient points. (SL.7.5, SL.8.5) Uses appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4) Delivers information at an understandable pace. (SL.5.4) 	<ul style="list-style-type: none"> Integrates multimedia components (e.g., graphics, images, music, and sound) and visual displays to clarify information, strengthen claims and evidence, and add interest. (SL.7.5, SL.8.5) Uses appropriate eye contact, adequate volume, and clear pronunciation to hold the audience's attention and emphasize important points. (SL.8.4) Delivers information at an understandable pace. (SL.5.4) 	<ul style="list-style-type: none"> Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence, and add interest. (SL.9–10.5) Speaks clearly, concisely, and logically. (SL.9–10.5) Uses appropriate eye contact, adequate volume, clear pronunciation and effective inflection to hold the audience's attention and emphasize important points. (SL.8.4) Uses natural gestures and movements. (SL.9–10.5) Appears poised and confident. 	<ul style="list-style-type: none"> Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence, and add interest. (SL.11–12.5) Uses appropriate eye contact, adequate volume, effective inflection, and concise speech to hold the audience's attention and emphasize important points. (SL.8.4, SL.9–10.5) Uses natural gestures and movements. (SL.11–12.5) Appears poised and confident. Uses a variety of techniques (i.e., asks a question, shares an anecdote, presents a statistic, facilitates a short activity) to engage the audience.
Delivery	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.6.6) Varies sentence patterns for meaning, listener interest, and style. (L.6.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.6.6, L.6.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.7.6) Expresses ideas precisely and concisely, eliminating wordiness and redundancy. (L.7.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.7.6, L.7.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.8.6) Uses verbs to create an appropriate mood and voice, and to achieve a particular effect on the listener. (L.8.1, L.8.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.8.6, L.8.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.9–10.6) Uses parallel structure and various types of phrases to convey specific meaning and add variety and interest. (L.9–10.1) Makes effective choices for meaning or style. (L.9–10.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.11–12.6) Makes effective choices for meaning or style. (L.11–12.3) Varies syntax for effect. (L.11–12.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.11–12.6, L.11–12.1)
Word Choice and Language	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.6.6) Varies sentence patterns for meaning, listener interest, and style. (L.6.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.6.6, L.6.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.7.6) Expresses ideas precisely and concisely, eliminating wordiness and redundancy. (L.7.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.7.6, L.7.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.8.6) Uses verbs to create an appropriate mood and voice, and to achieve a particular effect on the listener. (L.8.1, L.8.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.8.6, L.8.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.9–10.6) Uses parallel structure and various types of phrases to convey specific meaning and add variety and interest. (L.9–10.1) Makes effective choices for meaning or style. (L.9–10.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.9–10.6, L.9–10.1) 	<ul style="list-style-type: none"> Accurately uses grade-appropriate general academic and domain-specific words and phrases. (L.11–12.6) Makes effective choices for meaning or style. (L.11–12.3) Varies syntax for effect. (L.11–12.3) Uses formal English and/or standard English grammar and usage when appropriate to task and situation. (SL.11–12.6, L.11–12.1)