Rubric: Analyzing and Evaluating Presentations

KEY TRAITS	4	3	2	1
IDEAS AND EVIDENCE	• Identifies the speaker's claim or controlling idea, and evaluates it for strength and clarity. • Identifies the task and purpose of the presentation and judges whether they have been met. • Identifies and evaluates the use of supporting evidence and information. • Identifies and evaluates the usefulness, appeal, and message of any graphics or images. • Identifies instances of bias or logical fallacies and evaluates their effect on the presentation.	• Identifies the speaker's claim or controlling idea, and provides some evaluation. • Identifies the task and purpose of the presentation and mostly evaluates whether they have been met. • Identifies and evaluates most use of supporting evidence and information, but could do more. • Identifies and evaluates the usefulness, appeal, and message of most graphics or images, but may leave one or two out. • Identifies some instances of bias or logical fallacies and evaluates their effect on the presentation.	• Identifies the speaker's claim or controlling idea, but does not evaluate it. • Identifies the task and purpose of the presentation but does not evaluate whether they have been met. • Leaves out evaluation for most supporting evidence and information. • Does not identify or evaluate the usefulness, appeal, and message of several graphics or images. • Often does not identifies instances of bias or logical fallacies or evaluate their effect on the presentation.	• Does not identify or evaluate the speaker's claim or controlling idea. • Does not identify the task and purpose of the presentation or judges whether they have been met. • Does not identify or evaluate the use of supporting evidence and information. • Does not identify or evaluates the usefulness, appeal, and message of any graphics or images. • Does not identify or evaluate the effect of instances of bias or logical fallacies.
ORGANIZATION	• Identifies and evaluates the structure and cohesiveness of the presentation. • Evaluates the use of transitions to connect ideas or evidence.	• Mostly identifies and evaluates the structure and cohesiveness of the presentation. • Somewhat evaluates the use of transitions to connect ideas or evidence.	• Identifies the structure and cohesiveness of the presentation but does not evaluate it. • Rarely evaluates the use of transitions to connect ideas or evidence.	• Does not identify or evaluate the structure and cohesiveness of the presentation. • Does not evaluate the use of transitions to connect ideas or evidence.
LANGUAGE	• Identifies and evaluates the use of vivid language and rhetorical devices. • Accurately evaluates the presentation's language for an appropriate style and tone. • Accurately evaluates sentences for a variety of beginnings, lengths, and structures. • Accurately evaluates the speaker's grammar and usage.	• Identifies and evaluates many uses of vivid language and rhetorical devices. • Mostly accurately evaluates the presentation's language for an appropriate style and tone. • Mostly accurately evaluates sentences for a variety of beginnings, lengths, and structures. • Mostly accurately evaluates the speaker's grammar and usage.	• Often does not identifies or evaluates the use of vivid language and rhetorical devices. • Evaluates the presentation's language for an appropriate style and tone, but not accurately • Evaluates sentences for a variety of beginnings, lengths, and structures, but not accurately. • Evaluates the speaker's grammar and usage, but not accurately.	• Does not identify or evaluate the use of vivid language and rhetorical devices. • Does not evaluate the presentation's language for an appropriate style and tone. • Does not evaluate sentences for a variety of beginnings, lengths, and structures. • Does not evaluate the speaker's grammar and usage.