



ENHANCING GEORGIA STANDARDS OF EXCELLENCE THROUGH 4-H PROJECT ACHIEVEMENT

CLASSROOM PRESENTATION GRADING RUBRICS 5TH GRADE

Created August 2025

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Note to 4-H Leader:

Many county 4-H program leaders partner with teachers to integrate Project Achievement into the classroom curriculum during instructional time. Providing 4-H resources that align directly with educational standards is an excellent way to strengthen your relationships with educators and support their implementation of Project Achievement in the classroom.

The attached rubrics align with many of Georgia's K-12 English Language Arts (ELA) standards covered through the full Project Achievement process. Teachers can use these rubrics to grade 4-H projects in class whether they choose to have students carry out the full process of researching, writing, and delivering speeches, or simply focus on the oral presentation. Every step of the process connects to ELA standards. This gives teachers the flexibility to grade on all or just a few criteria as they see fit. Providing this resource helps to reinforce the value 4-H programs, such as Project Achievement, can add within the classroom.

Tips for talking with teachers about using Project Achievement:

- Schedule a meeting to discuss the benefits with the appropriate teacher, counselor, curriculum specialist or school administrator.
- Bring the "Connecting 4-H Project Achievement to Georgia's K-12 English Language Arts Standards" resource.
- Provide sample rubrics included in this document.
- Emphasize that Project Achievement is not "extra work" but can be seamlessly incorporated into existing classwork.
- Approach the conversation with openness and a willingness to collaborate based on their needs.

There are two versions of the rubric attached. The first one (pages 4-5) is a condensed version designed for easier printing for ELA teachers who are well-versed in the K-12 ELA standards. The second one (pages 7-9) is a longer version that contains the same grading criteria but along with the individual, detailed elements for 4-H leaders, teachers and/or administrators needing more detail about the standards reflected.

PART ONE:

5TH GRADE PROJECT ACHIEVEMENT PRESENTATION GRADING RUBRIC FOR TEACHERS (CONDENSED)

EXPOSITORY WRITING PRACTICES, LANGUAGE AND TEXTS**DOMAIN: PRACTICES (P)**

5.P.EICC 1: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks & purposes and engaging in writing processes in order to deepen comprehension and strengthen composition.

0-59	60-69	70-79	80-89	90-100
The student did not complete writing, nor shared writing with another for feedback for edits. Student did not develop independence or autonomy as a writer.	The student partially completed writing assignment of interest. Student also shared writing with only one person to provide feedback but did not edit based on feedback and somewhat gained independence as a writer.	The student completed writing assignment of interest. Student also shared writing with other people to provide feedback but did not edit based on feedback and somewhat gained independence as a writer.	The student completed writing assignment of interest. Student also shared writing with other people to provide feedback and made minimal edits based on feedback before final draft and moderately gained independence as a writer.	The student completed writing assignment of interest. Student also shared writing with other people to provide feedback before editing writing for final draft. Student developed independence and autonomy as a writer.

5.P.EICC.4 Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

0-59	60-69	70-79	80-89	90-100
The student did not make outline to plan speech nor generated ideas for gather information from self, texts and other sources. Student did not create a rough draft nor edit based on self-evaluation and feedback from others. Not edited to conventions of written language.	The student did not make an outline to plan speech. Student generated some ideas for information from self, texts and other sources. Student also created rough draft and made minimal edits but may not have ensured full understanding of audience. Minimally edited to conventions of written language.	The student created an outline to plan speech and generated ideas from some sources. Student also created rough draft but made minimal edits based on feedback from others to ensure some understanding of audience. Moderately edited to conventions of written language.	The student created an outline to plan speech and generated ideas for gather information from self, texts and other sources. Student also created rough draft and made edits and changes based on either self-evaluation or feedback from others to ensure full understanding of audience. Edited to most conventions of written language.	The student created an outline to plan speech and generated ideas for gather information from self, texts and other sources. Student also created rough draft and made edits and changes based on self-evaluation and feedback from others to ensure full understanding of audience. Edited to conventions of written language.

DOMAIN: LANGUAGE (L)

5.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language

5.L.GC.2 Syntax Apply understandings of sentence structure to comprehend and compose varied sentences.

0-59	60-69	70-79	80-89	90-100
The student's writing does not use Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and does not apply understanding of sentence structure.	The student's writing somewhat uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.	The student's writing moderately uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.	The student's writing mostly uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.	The student's writing fully uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.

DOMAIN: TEXTS

5.T.SS.1 Organization Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.

0-59	60-69	70-79	80-89	90-100
The student's writing is has no discernible order to topic/text. The writing is not organized in an orderly manner. Student uses no conjunctions, transition words or phrases or crafted sentences in cohesive paragraphs.	The student's writing progression is hard to follow and only minimally flows in a logical or clear manner. There are abrupt transitions and minimal effort to relate sentences together.	The student's writing is somewhat organized (introduction, central ideas and conclusion) and somewhat flows in a logical and coherent manner. The use of conjunctions and transitions are moderate to somewhere relate sentences together.	The student's writing is mostly organized as appropriate to audience (introduction, central ideas and conclusion) and mostly flows in a logical, clear and coherent manner using conjunctions and transitions and related sentences together.	The student's writing is organized as appropriate to audience (introduction, central ideas and conclusion) and flowed in a logical, clear and coherent manner using conjunctions and transitions words and phrases. Student kept related sentences (central ideas) into cohesive paragraphs.

Additional Comments: _____

5.T.T.2 Expository Techniques Explain, analyze, and use expository techniques to shape understandings.

0-59	60-69	70-79	80-89	90-100
The student did not use definitions, descriptions, details nor quotations in an appropriate order. And did not provide information in a clear way including an introduction, body and conclusion.	The student used some definitions, descriptions, details &/or quotations in somewhat appropriate order to provide information in a somewhat clear way including an introduction, body and conclusion.	The student used moderate definitions, descriptions, details &/or quotations in moderately appropriate order to provide information in a mostly clear way including an introduction, body and conclusion.	The student used mostly definitions, descriptions, details &/or quotations in mostly appropriate order to provide information in a clear way including an introduction, body and conclusion.	The student used definitions, descriptions, details &/or quotations in an appropriate order to provide information in a clear way including an introduction, body and conclusion.

5.T.RA.1 Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

0-59	60-69	70-79	80-89	90-100
The student did not gather information, summarize/paraphrase information from credible sources. Draws from no evidence to support research and does not curate it to ensure information is accurate and credible.	The student used only one source to investigate different aspects of a topic. Draws from little amounts of evidence to support research and somewhat curates it to ensure some information is accurate and credible.	The student used only one source to investigate different aspects of a topic. Draws from some amounts of evidence to support research and moderately curates it to ensure some information is accurate and credible.	The student uses two or more sources to investigate different aspects of a topic and in-depth knowledge of topic. Draws from several amounts of evidence to support research and mostly curates it to ensure most information is accurate and credible.	The student spent additional time and effort to recall information from multiple sources (2 or more), summarize/paraphrase information. Draws large amount of evidence to support research and curates it to ensure all information is accurate and credible.

5.T.RA.2 Curating Sources & Evidence Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.

0-59	60-69	70-79	80-89	90-100
The student used no sources, did not assess credibility, did not refer to specific texts to support ideas and did not record the information's page number.	The student used either print or digital sources only or no sources at all, somewhat assessed credibility, and somewhat referred to specific texts and did not record the information's page number.	The student used either print or digital sources only, moderately assessed credibility, moderately referred to specific texts but did not record the information's page number.	The student used both print and digital sources, mostly assessed credibility, mostly referred to specific texts to support ideas and recorded the information's page number.	The student used both print and digital sources, assessed credibility, referred to specific texts to support ideas and recorded the information's page number.

Fifth Grade 4-H Project: Oral Presentation

Student: _____

DOMAIN: FOUNDATIONS (F)

5.F.F.1 Oral Reading Fluency: Demonstrate oral reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

0-59	60-69	70-79	80-89	90-100
The student did not present a project, or did not read aloud with accurate and automatic prosody. Student did not self-correct or reread.	The student read aloud with little accurate nor automatic prosody. Student did not self-correct or reread as necessary.	The student read aloud with some accurate and automatic prosody. Student may or may not have self-corrected or reread as necessary.	The student read aloud with mostly accurate and automatic prosody. Student did self-correct or reread as necessary.	The student read aloud with full accurate and automatic prosody. Student did self-correct or reread as necessary.

DOMAIN: PRACTICES (P)

5.P.CP.2 Presentation: Use presentation skills to tailor communication to target audiences for specific purposes.

0-59	60-69	70-79	80-89	90-100
The student did not present a project, or he/she did not speak clearly enough for the audience to hear. Often mumbles or can not be understood OR mispronounces multiple grade-level words.	The student did not speak clearly enough for the audience to hear/understand. Often mumbles or can not be understood OR speaks clearly most (60-69%) of the time and may mispronounces few grade-level words.	The student's speech was mostly understandable with some appropriate tone, pace and nonverbal gestures. Speaks clearly and distinctly most (70-79%) of the time. Mispronounces no more than 5 grade-level words.	The student gave a clear speech that also captured the audience's attention. Was mostly understandable with appropriate tone, pace and nonverbal gestures. Speaks clearly most (80-89%) of the time. Mispronounces no more than 3 grade-level words.	The student gave a clear speech that also captured the audience's attention. And was fully understandable with appropriate tone, pace and nonverbal gestures. Speaks clearly and distinctly most (90-100%) of the time. Mispronounces no more than 1 grade-level word.

TIME

To correlate with standards **5.T.T.2** , **5.T.RA.1** and **5.P.CP.2**, students should present speeches for an appropriate length of time to showcase full research and understanding of the topic.

0-59	60-69	70-79	80-89	90-100
0-1 minute speech	1-2 minute speech	2-3 minute speech	3-4 minute speech	4-6 minute speech

PART TWO:

5TH GRADE PROJECT ACHIEVEMENT PRESENTATION GRADING RUBRIC (WITH DETAILED ELEMENTS)

EXPOSITORY WRITING PRACTICES, LANGUAGE AND TEXTS**DOMAIN: PRACTICES (P)**

5.P.EICC.1: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks & purposes and engaging in writing processes in order to deepen comprehension and strengthen composition.

5.P. EICC.1.c write texts of personal interest and academic relevance to grade-level texts and topics

5.P.EICC.1.e Participate in a community of writers by sharing individual writing, listening as others share their writing, and offering and responding to feedback.

0-59	60-69	70-79	80-89	90-100
The student did not complete writing, nor shared writing with another for feedback for edits. Student did not develop independence or autonomy as a writer.	The student partially completed writing assignment of interest. Student also shared writing with only one person to provide feedback but did not edit based on feedback and somewhat gained independence as a writer.	The student completed writing assignment of interest. Student also shared writing with other people to provide feedback but did not edit based on feedback and somewhat gained independence as a writer.	The student completed writing assignment of interest. Student also shared writing with other people to provide feedback and made minimal edits based on feedback before final draft and moderately gained independence as a writer.	The student completed writing assignment of interest. Student also shared writing with other people to provide feedback before editing writing for final draft. Student developed independence and autonomy as a writer.

5.P.EICC.4 Writing Processes: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

5.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

5.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.

5.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

5.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

5.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

0-59	60-69	70-79	80-89	90-100
The student did not make outline to plan speech nor generated ideas for gather information from self, texts and other sources. Student did not create a rough draft nor edit based on self-evaluation and feedback from others. Not edited to conventions of written language.	The student did not make an outline to plan speech. Student generated some ideas for information from self, texts and other sources. Student also created rough draft and made minimal edits but may not have ensured full understanding of audience. Minimally edited to conventions of written language.	The student created an outline to plan speech and generated ideas from some sources. Student also created rough draft but made minimal edits based on feedback from others to ensure some understanding of audience. Moderately edited to conventions of written language.	The student created an outline to plan speech and generated ideas for gather information from self, texts and other sources. Student also created rough draft and made edits and changes based on either self-evaluation or feedback from others to ensure full understanding of audience. Edited to most conventions of written language.	The student created an outline to plan speech and generated ideas for gather information from self, texts and other sources. Student also created rough draft and made edits and changes based on self-evaluation and feedback from others to ensure full understanding of audience. Edited to conventions of written language.

DOMAIN: LANGUAGE (L)

5.L.GC.1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language

5.L.GC.2 Syntax Apply understandings of sentence structure to comprehend and compose varied sentences.

0-59	60-69	70-79	80-89	90-100
The student's writing does not use Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and does not apply understanding of sentence structure.	The student's writing somewhat uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.	The student's writing moderately uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.	The student's writing mostly uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.	The student's writing fully uses Standard English grammar, usage and mechanics to communicate clearly and precisely in written and spoken language and applies understanding of sentence structure.

Additional Comments: _____

EXPOSITORY WRITING PRACTICES, LANGUAGE AND TEXTS**DOMAIN: TEXTS**

5.T.SS.1 Organization Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.

5.T.SS.1.c Use conjunctions and transition words or phrases, such as *similarly* and *in contrast*, to show relationships between ideas and information.

5.T.SS.1.d Craft related sentences into cohesive paragraphs that follow a chosen structure using transitions.

0-59	60-69	70-79	80-89	90-100
The student's writing is has no discernible order to topic/text. The writing is not organized in an orderly manner. Student uses no conjunctions, transition words or phrases or crafted sentences in cohesive paragraphs.	The student's writing progression is hard to follow and only minimally flows in a logical or clear manner. There are abrupt transitions and minimal effort to relate sentences together.	The student's writing is somewhat organized (introduction, central ideas and conclusion) and somewhat flows in a logical and coherent manner. The use of conjunctions and transitions are moderate to somewhere relate sentences together.	The student's writing is mostly organized as appropriate to audience (introduction, central ideas and conclusion) and mostly flows in a logical, clear and coherent manner using conjunctions and transitions and related sentences together.	The student's writing is organized as appropriate to audience (introduction, central ideas and conclusion) and flowed in a logical, clear and coherent manner using conjunctions and transitions words and phrases. Student kept related sentences (central ideas) into cohesive paragraphs.

5.T.T.2 Expository Techniques Explain, analyze, and use expository techniques to shape understandings.

5.T.T.2.d Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.

0-59	60-69	70-79	80-89	90-100
The student did not use definitions, descriptions, details nor quotations in an appropriate order. And did not provide information in a clear way including an introduction, body and conclusion.	The student used some definitions, descriptions, details &/or quotations in somewhat appropriate order to provide information in a somewhat clear way including an introduction, body and conclusion.	The student used moderate definitions, descriptions, details &/or quotations in moderately appropriate order to provide information in a mostly clear way including an introduction, body and conclusion.	The student used mostly definitions, descriptions, details &/or quotations in mostly appropriate order to provide information in a clear way including an introduction, body and conclusion.	The student used definitions, descriptions, details &/or quotations in an appropriate order to provide information in a clear way including an introduction, body and conclusion.

5.T.RA.1 Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

5.T.RA.1.b Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.

5.T.RA.1.c Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.

0-59	60-69	70-79	80-89	90-100
The student did not gather information, summarize/ paraphrase information from credible sources. Draws from no evidence to support research and does not curate it to ensure information is accurate and credible.	The student used only one source to investigate different aspects of a topic. Draws from little amounts of evidence to support research and somewhat curates it to ensure some information is accurate and credible.	The student used only one source to investigate different aspects of a topic. Draws from some amounts of evidence to support research and moderately curates it to ensure some information is accurate and credible.	The student uses two or more sources to investigate different aspects of a topic and in-depth knowledge of topic. Draws from several amounts of evidence to support research and mostly curates it to ensure most information is accurate and credible.	The student spent additional time and effort to recall information from multiple sources (2 or more), summarize/ paraphrased information. Draws large amount of evidence to support research and curates it to ensure all information is accurate and credible.

5.T.RA.2 Curating Sources & Evidence Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.

5.T.RA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.

5.T.RA.2.c Use basic parenthetical citations to credit the source used.

0-59	60-69	70-79	80-89	90-100
The student used no sources, did not assess credibility, did not refer to specific texts to support ideas and did not record the information's page number.	The student used either print or digital sources only or no sources at all, somewhat assessed credibility, and somewhat referred to specific texts and did not record the information's page number.	The student used either print or digital sources only, moderately assessed credibility, moderately referred to specific texts but did not record the information's page number.	The student used both print and digital sources, mostly assessed credibility, mostly referred to specific texts to support ideas and recorded the information's page number.	The student used both print and digital sources, assessed credibility, referred to specific texts to support ideas and recorded the information's page number.

Additional Comments: _____

EXPOSITORY PRESENTATION FOUNDATIONS AND PRACTICES**DOMAIN: FOUNDATIONS (F)**

5.F.F.1 Oral Reading Fluency: Demonstrate oral reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

5.F.F.1.c Read a wide range of grade-level texts aloud with accurate and automatic prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.

5.F.F.1.d Self-correct while reading grade-level text to aid comprehension and fluency, rereading as necessary.

0-59	60-69	70-79	80-89	90-100
The student did not present a project, or he/she did not read aloud with accurate and automatic prosody. Student did not self-correct or reread as necessary.	The student read aloud with little accurate nor automatic prosody. Student did not self-correct or reread as necessary.	The student read aloud with some accurate and automatic prosody. Student may or may not have self-corrected or reread as necessary.	The student read aloud with mostly accurate and automatic prosody. Student did self-correct or reread as necessary.	The student read aloud with full accurate and automatic prosody. Student did self-correct or reread as necessary.

Additional Comments: _____

DOMAIN: PRACTICES (P)

5.P.CP.2 Presentation: Use presentation skills to tailor communication to target audiences for specific purposes.

5.P.CP.2.a Communicate clearly to present ideas, information, and texts.

5.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

5.P.CP.2.e Build background knowledge by reciting all or part of significant speeches as appropriate by grade.

0-59	60-69	70-79	80-89	90-100
The student did not present a project, or he/she did not speak clearly enough for the audience to hear. Often mumbles or can not be understood OR mispronounces multiple grade-level words.	The student did not speak clearly enough for the audience to hear/understand. Often mumbles or can not be understood OR speaks clearly most (60-69%) of the time and may mispronounces few grade-level words.	The student's speech was mostly understandable with some appropriate tone, pace and nonverbal gestures. Speaks clearly and distinctly most (70-79%) of the time. Mispronounces no more than 5 grade-level words.	The student gave a clear speech that also captured the audience's attention. And was mostly understandable with appropriate tone, pace and nonverbal gestures. Speaks clearly and distinctly most (80-89%) of the time. Mispronounces no more than 3 grade-level words.	The student gave a clear speech that also captured the audience's attention. And was fully understandable with appropriate tone, pace and nonverbal gestures. Speaks clearly and distinctly most (90-100%) of the time. Mispronounces no more than 1 grade-level word.

Additional Comments: _____

TIME

To correlate with standards **5.T.T.2** , **5.T.RA.1** and **5.P.CP.2**, students should present speeches for an appropriate length of time to showcase full research and understanding of the topic.

0-59	60-69	70-79	80-89	90-100
0-1 minute speech	1-2 minute speech	2-3 minute speech	3-4 minute speech	4-6 minute speech

The full Georgia Standards of Excellence
for all subject areas can be found at the
Georgia Department of Education
website at:

<https://case.georgiastandards.org/>

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