|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SL 5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant; descriptive details to support main ideas or themes; speak clearly at an understandable pace.** | | | | |
| **No Evidence** | **Basic** | **Developing** | **Mature**  *(By the end of this grade every one of the students will have demonstrated this more than once)* | **Sustaining**  *(When this has been demonstrated 3 times in a row by the student move him/her onto the next grade level in a specific category)* |
| The presentation does not provide factual evidence to support their presentation | Facts provided do not connect to meaning of the presentation | Presentation addresses the prompt with some facts but hard to make connections between facts and presentation | Presentation address the prompt providing relevant facts in a logical manner | Presentation address the promote coherently providing relevant facts in a logical, convincing manner |
| There is no evidence of any of the three basic components | The presentation includes some of the components but not all. (beginning, middle, and end) | A structure is evident but not all components are not clear | The presentation has a clear beginning, middle, and end but the delivery does not flow seamlessly | The presentation flows seamlessly from beginning to end |
| The presenter never looks at the audience during the presentation | The presenter looks at the audience few times during the presentation | The presenter makes eye contact with part of the audience during part of the presentation | The presenter makes eye contact with each side of the room during the entire presentation | The presenter is physically engaged with the audience making the audience feel connected to the presenter |
| The presenter does not use his/her hands to express what he or she is saying | The presenter uses hand gestures ineffectively while trying to express what he/she is saying | The presenter uses hand gestures unevenly at least two express the message and others are nonsensical | The presenter uses appropriate hand gestures that help express the message being conveyed throughout the duration of the presentation | The presenter's body movements add meaning to the words spoken and elicit emotional responses from the audience |
| The presentation is impossible to hear | Parts of the presentation are audible and other parts are not audible | The presenter's tone is audible but not appropriate for the audience | The presenter speaks at an appropriate voice meter based on the audience and location | The presenter uses voice inflection to engage the audience. Sometimes elevating and sometimes lowering voice to draw audience in and keep them fully engaged |
| Presentation is less than 50% of outlined time limit | Presentation is less than 80% and more than 50% of outlined time limit | Presentation is within between 88%-80% of outlined time limit | Presentation concludes within 12% seconds of outlined time limit | Presentation concluded within 5 seconds of outlined time limit |
| The presenter reads his/her entire presentation to the audience | The presenter reads the majority of his/her presentation looking up infrequently and only adding non-written commentary sporadically | The presenter references his/her written notes less than 2 times per minute of the presentation | The presenter presents his/her presentation without reading the entire presentation | The presenter's entire presentation is completed without referring to any written materials |
| **SL 5.5 - 5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes** | | | | |
| The present lacks any personality | There are glimpses of personality evident but they are forced and do not connect well to overall flow of presentation | The presentation has components of creativity but seem to be forced and not part of the presenters personality | The presenter's personality is apparent during the presentation | The presenter's personality is fully evident from the presentation |
| The presenter demonstrated no attempt to make the presentation interesting | The presenter has unsuccessfully attempted to add an interesting detail to the presentation | The presenter has made a clear attempt to make the presentation interesting for his/her audience | The presentation is structured in a way to be interesting for his/her audience | The presentation is delivered in a way the leaves the audience wanting to listen to the presenter more on the topic. |
| **SL 5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.** | | | | |
| The presenter uses inappropriate language more than three times during the presentation | The presenter uses inappropriate language two-three times during the presentation | The presenter uses inappropriate language once during the presentation | Language used by the presenter is appropriate for the task and specific situation | Presenter adapts speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |