|  |  |  |
| --- | --- | --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Warm Up Presentation Rubric**  *Oral Communication Grade* | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Emerging** | **Proficient** | **Excels** |
| The statement of the problem is unclear.  The presentation is disjointed or hard to follow. | The problem is stated with little elaboration.  The presentation is mostly logical and easy to follow | Student effectively states the problem and communicates their strategy to solve it (think-out-loud)   * “ I know that…” : What information will you use to solve the problem? * “I want to find out…” : What is the question you need to answer? * “My plan is to…” : What will you do to solve it? |
| There is a need for improvement in the use of terminology or notation. | Notation and terminology are used correctly with only a few exception | Notation and terminology are used correctly and clearly explained   * “Here is my work…” : Show exactly what you did to solve it – using words and computation. |
| Student cannot answer audience questions | Student mostly demonstrates their ability to answer audience questions | Student effectively interacts with the audience, answering questions and incorporating feedback toward the solution of the problem   * “I see what you mean…” : Make corrections to problem based on audience input. |
| Student demonstrates some understanding of the problem, however the result is unclear. | Student mostly demonstrates their understanding of the problem. | Student demonstrates their full understanding of the problem   * “I know that It’s right because…” : Work through the problem backwards or in another way to make sure you have really answered the question. |
| **0……….12……….15** | **16……….23** | **24……….25** |

COMMENTS: