

ORAL PRESENTATION

PRESENTER: Minkyu Park - 8/1/15

	Getting Started	Approaching Standard	Meeting Standard	Exceeding Standard
Content	<ul style="list-style-type: none"> ▫ Lacks a central idea ▫ Does not address topic ▫ Lacks detail ▫ Confusing 	<ul style="list-style-type: none"> ▫ Emerging central idea ▫ Some connection to topic ▫ Some appropriate detail included ▫ Leaves some questions unanswered 	<ul style="list-style-type: none"> ▫ Main idea is clear ▫ Directly addresses the topic ▫ Relevant and appropriate details 	<p>Examples of content beyond grade level include:</p> <ul style="list-style-type: none"> ▫ Original ideas ▫ Maturity/sophistication beyond grade level ▫ Use of innovative detail
Volume	<ul style="list-style-type: none"> ▫ Volume too low ▫ Hard to hear 	<ul style="list-style-type: none"> ▫ Mostly audible ▫ Variation attempted 	<ul style="list-style-type: none"> ▫ Audible throughout ▫ Appropriate variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Modulation/ Expression	<ul style="list-style-type: none"> ▫ Monotone 	<ul style="list-style-type: none"> ▫ Variation attempted 	<ul style="list-style-type: none"> ▫ Appropriate variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Pace	<ul style="list-style-type: none"> ▫ Too fast/slow 	<ul style="list-style-type: none"> ▫ Too fast/slow at times ▫ Variation attempted 	<ul style="list-style-type: none"> ▫ Appropriate variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Clarity	<ul style="list-style-type: none"> ▫ Hard to understand throughout 	<ul style="list-style-type: none"> ▫ Sometimes hard to understand 	<ul style="list-style-type: none"> ▫ Generally precise/clear 	<ul style="list-style-type: none"> ▫ Precise/clear throughout
Physical Presence	<ul style="list-style-type: none"> ▫ Little or no attempts ▫ Distracting 	<ul style="list-style-type: none"> ▫ Variation attempted <p>stance - stand still more gestures.</p>	<ul style="list-style-type: none"> ▫ Appropriate variation of gesture/stance 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Audience Engagement	<ul style="list-style-type: none"> ▫ Little/ no eye contact ▫ Little/no audience engagement 	<ul style="list-style-type: none"> ▫ Some eye contact ▫ Attempts to engage audience 	<ul style="list-style-type: none"> ▫ Scans widely ▫ Engages audience 	<ul style="list-style-type: none"> ▫ Engages audience creatively

stance - stand still
more gestures.
don't read off the board

Watch the capitalization of the writing
Edit your work before you present.

ME

Min Kyu

MYSTERY MANIA ORAL PRESENTATION RUBRIC

	Getting Started	Approaching Standard	Meeting Standard	Exceeding Standard
Content	<ul style="list-style-type: none"> ▫ Lacks a central idea ▫ Does not address topic ▫ Lacks detail ▫ Confusing 	<ul style="list-style-type: none"> ▫ Emerging central idea ▫ Some connection to topic ▫ Some appropriate detail included ▫ Leaves some questions unanswered 	<ul style="list-style-type: none"> ▫ Main idea is clear ▫ Directly addresses the topic ▫ Relevant and appropriate details <p><i>avoided the word "so".</i></p>	<p>Examples of content beyond grade level include:</p> <ul style="list-style-type: none"> ▫ Original ideas ▫ Maturity or sophistication beyond grade level ▫ Use of innovative detail
Volume	<ul style="list-style-type: none"> ▫ Volume too low ▫ Hard to hear 	<ul style="list-style-type: none"> ▫ Mostly audible ▫ Variation attempted 	<ul style="list-style-type: none"> ▫ Audible throughout ▫ Effective variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Modulation	<ul style="list-style-type: none"> ▫ Monotone 	<ul style="list-style-type: none"> ▫ Variation attempted 	<ul style="list-style-type: none"> ▫ Effective variation 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Pace	<ul style="list-style-type: none"> ▫ Too fast/slow ▫ Does not flow 	<ul style="list-style-type: none"> ▫ Too fast/slow at times ▫ Variation attempted ▫ Usually flows 	<ul style="list-style-type: none"> ▫ Effective variation ▫ Flows consistently 	<ul style="list-style-type: none"> ▫ Variation enhances presentation ▫ Flow enhances presentation
Clarity	<ul style="list-style-type: none"> ▫ Hard to understand throughout 	<ul style="list-style-type: none"> ▫ Sometimes hard to understand 	<ul style="list-style-type: none"> ▫ Generally precise/clear 	<ul style="list-style-type: none"> ▫ Precise/ clear throughout
Physical Presence	<ul style="list-style-type: none"> ▫ Little or no attempts ▫ Distracting 	<ul style="list-style-type: none"> ▫ Variation attempted 	<ul style="list-style-type: none"> ▫ Effective variation of gesture/stance 	<ul style="list-style-type: none"> ▫ Variation enhances presentation
Audience Engagement	<ul style="list-style-type: none"> ▫ Little/ no eye contact ▫ Little/no audience engagement 	<ul style="list-style-type: none"> ▫ Some eye contact ▫ Attempts to engage audience <p><i>need to look at audience more.</i></p>	<ul style="list-style-type: none"> ▫ Scans widely ▫ Engages audience 	<ul style="list-style-type: none"> ▫ Engages audience creatively
Characterization	<ul style="list-style-type: none"> ▫ Does not portray the voice or personality of the character 	<ul style="list-style-type: none"> ▫ Portrays some of the voice and personality of the character 	<ul style="list-style-type: none"> ▫ Captures the voice and personality of the character <p><i>REX</i></p>	<ul style="list-style-type: none"> ▫ Vividly brings the character alive

MYSTERY MANIA BOOKTALK: Reading

Benchmark	Getting Started	Approaching Standard	Meeting Standard	Exceeding Standard
2.5 Demonstrates comprehension of literary and informational texts	<ul style="list-style-type: none"> • Lacks understanding of content, point of view, word choice, plot, character development • Lacks understanding of causes, motivation, sequences and results of events • Overly short and lacking information • Insufficient evidence to support responses 	<ul style="list-style-type: none"> • Demonstrates some understanding of aspects of the author's craft • Demonstrates some understanding of causes, motivation, sequences and results of events • Demonstrates some synthesis of information • Some supporting detail using information from the text 	<ul style="list-style-type: none"> • Demonstrates understanding of the author's craft: content, point of view, word choice, plot, character development • Effective analysis of the causes, motivation, sequences and results of events • Demonstrates creative synthesis of information • Effective supporting detail using information from the text <p><i>ME</i></p>	<p>Comprehension exceeds grade level expectation. Examples include:</p> <ul style="list-style-type: none"> • Analyses texts more deeply or with greater maturity or sophistication

2:43.

Middle School Expanded Work Habits Rubric

Subject: 14 Student: Mia Kuee Park

	Does Not Meet Expectations	Inconsistently Meets Expectations	Consistently Meets Expectations
Self Motivated Learning	Struggles to work independently and/or does not make an effort to seek assistance when required.	Works independently at times and/or inconsistently seeks assistance when required.	Works independently and seeks assistance when required. ✓
	Does not take the time to reflect on own learning or takes steps to improve.	Reflects on own learning at times and/or does not consistently take appropriate steps to improve. ✓	Reflects on own learning and takes appropriate steps to improve. ✓
Managing Assignments	Fails to complete assignments, including homework, on time.	Inconsistently completes assignments, including homework, on time.	Completes assignments, including homework, on time. ✓
Preparedness for Class	Is constantly late for class and/or fails to bring the correct materials.	Is not consistently punctual and/or ready to begin each class with the correct materials.	Is punctual and ready to begin each class with the correct materials. ✓
Engagement in Class	Struggles to pay attention in class, follow directions or use class time productively	Inconsistently pays attention, follows directions and uses time productively in class. ✓	Pays attention, follows directions and uses time productively in class. ✓
	Does not work well with others.	Works well with others in the class at times.	Works well with others in the class. ✓
	Does not contribute to class activities.	Inconsistency contributes appropriately to all class activities.	Contributes appropriately to all class activities. ✓
Social Responsibility	Does not follow class or school rules.	Does not always respect class and school rules.	Respects class and school rules. ✓

Additional Comments:

Ms. Bevear
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Teacher Signature: _____ Date: 16-12-14

Student Signature: _____ Date: 16/12/14

Parent Signature: _____ Date: _____

Note: As is outlined on page 24 of the Student Planner, students must consistently meet Work Habits expectations to achieve an Honor Roll designation.