**Rubric for Informational Presentation – ELA 4 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message** | **Frame Key Questions to Guide Listeners** | You asked highly engaging questions throughout your presentation to encourage your listeners to think more deeply about aspects of your topic. | You asked interesting questions at the beginning of your presentation to help your audience think about your topic before you presented your information.  | With some help, you asked questions to encourage your audience to think about your topic. As you are planning your presentation, think of questions that really explore your information and imagine when it would be best to ask those questions. | You are having trouble imagining questions to ask the audience. What questions did you ask yourself when you began researching your topic? What is most interesting to you? How can you ask your audience those same kinds of questions? |
| **Organization and Coherence** | **Develop Topic with:****-simple facts,** **-details,****-examples**  **-explanations** | Wow! The many facts, details, examples, and explain and develop you informational presentation expertly. | Facts, details, examples, and explanations are used to explain and develop the presentation. | Some facts, details, examples, and explanations are used to explain and develop the presentation. Try to dig deeper! | Facts, details, examples, and explanations are needed to explain and develop the informational presentation. Revisit examples given in class and work on deciding where to go for more information before you begin your presentation. |
| **Multiple sources** | There has been an obvious attempt to seek many sources of information and to synthesize the information gathered in a meaningful way. | There is more than one source to support the message. | More time is needed to seek information about the topic from multiple sources. Where can you look for more information? | Think about how to seek information about your topic. What are you trying to share? |
| **Style and Language Choices** | **Audience engagement through cues and conventions** | Your audience was highly engaged and clearly informed about aspects of your topic. You had a strong grasp of appropriate verbal cues, facial expressions, gestures, phrasing, pitch and modulation. | You engaged your audience through verbal cues, facial expressions, gestures, phrasing, pitch and modulation. | You mostly engaged your audience but there were times when they lost focus. How can you use your body language to capture attention? How can you become more engaged in your topic, yourself? | Think about what aspects of presentations you enjoy. How do presenters keep your attention? How can you apply this to your own presentation? Think about your facial expressions, your verbal cues and gestures you may use…how can you use these aspects to keep your audience engaged? |

**Feedback:**