

ELO Presentation of Learning Rubric

Performance Traits	1 Beginning	2 Progressing	3 Proficient	4 Exemplary
How well does the student communicate the information using a variety of strategies? (e.g. eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture).	The presentation does not communicate intended information because organization, and/or delivery interfere.	The presentation communicates the information, with inconsistent organization, and/or delivery.	The presentation communicates the information through logical organization and clear focus. The student's delivery is appropriate to the audience, context, and purpose.	The presentation communicates the information seamlessly through logical organization, introduction of and clear focus on the topic, smooth transitions, well-chosen supporting details, and a coherent conclusion. The student's delivery uses a variety of strategies to engage the audience and responds to audience cues.
How does the student use supporting materials (e.g. posters, graphics, illustrations, recordings, models, samples, mic/amps, videos, PPT, etc.) as part of the presentation?	The student has materials that interfere with their presentation or are not referenced.	The student infrequently references supporting materials, which may or may not add information to the presentation.	The student integrates relevant supporting materials that adds or clarifies information for the presentation.	The student frequently integrates relevant supporting materials that adds or clarifies information for the presentation.
Why did the student choose this ELO and how did they use it to target competencies?	The student identifies the goals of the ELO and/or the targeted competencies.	The student identifies the reasons for choosing the goals of the ELO and the targeted competencies.	The student explains why they chose this ELO and communicates the reasons for targeting selected competencies.	The student explains why they chose this ELO and communicates the reasons for targeting selected competencies and then makes further connections to prior and future learning.
How does the student use inquiry to address the Essential Question?	The student makes no reference to the Essential Question.	The student states their Essential Question, but is unable to articulate how it guided their work.	The student presents their response to the Essential Question. The student describes how it guided their work, and whether or not the question changed at all.	The student presents their response to the Essential Question and explains how they used it to generate emerging questions, extensions or cross-curricular relationships.
How does the student use prior work (e.g. reflections, research and the completed product) in the presentation?	The student provides examples of 1 of the 3 prior ELO components in describing their learning goals.	The student provides examples of 2 out of the 3 prior ELO components in describing their learning goals.	The student provides examples of how their research, reflection and product illustrate their progress in addressing their learning goals.	The student provides examples of how their research, reflection and product are interconnected in addressing their learning goals.
How did this ELO impact the student?	The student identifies a success or a challenge of the ELO experience without any details.	The student identifies a success and a challenge of the ELO experience, with few details or commentary.	The student communicates what they learned through the successes and challenges of the ELO experience.	The student communicates what they learned through the successes and challenges of the ELO experience and how they changed as a result of it.