

# KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS

Attachments / Resources / Documenting Samples

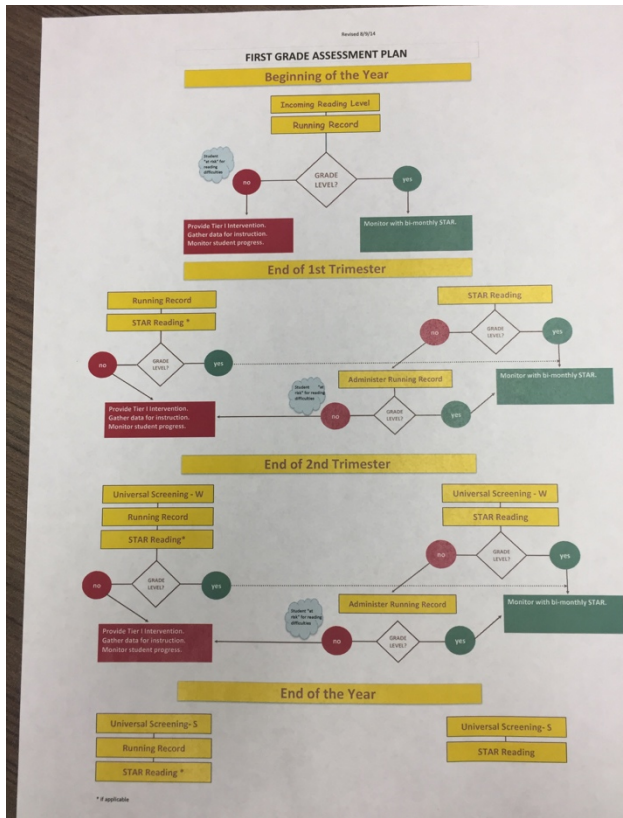
## W.A. Kendrick Elementary

Reading rubrics were created by Principal and teachers at Kendrick Elementary School and followed by every teacher. Running Records and Guided Reading are used for dialing in on student performance tasks and individualized help. Reading level Rubric created according to STAR scaled scores and adopted by all teachers.

Google presentations required from each student to improve speaking, listening, and vocabulary. They are implemented at every grade level. Presentation rubric is applied to all grade levels and adopted by each teacher. The principal watches the presentations.

Presentation Rubric							
Letter Grade	Reading Score	Rubric Score	Focus	Organization	Development	Language & Vocabulary	Delivery
			20	20	20	20	20
A	95-100	3	The content of the presentation is cohesive, focused, and well-organized. The audience is effectively engaged throughout the presentation.	Organization is consistently logical and clearly supports the purpose and task. The organizational pattern is clearly and consistently observable and includes all aspects of the presentation requirements.	Relevant facts, definitions, and concrete details are consistently and thoroughly developed. They are various forms of supporting evidence that are appropriate including digital media and/or visual displays. Relevant descriptive details are used to support main ideas and themes. A strong conclusion is provided.	Consistently uses a wide range of types of phrases and clauses to convey specific meaning and add variety and interest to presentations. Effectively provides elaboration and detail that uses precise language and domain-specific vocabulary to amplify main ideas and themes.	Speaks clearly and audibly. Effectively uses tone and emotion. Uses appropriate eye contact with the group and demonstrates excellent posture. Style is reflective to the purpose, audience, and task. Demonstrates command of English conventions.
B	88-94	3	The content of the presentation is cohesive, focused, and well-organized. The audience is engaged during most of the presentation.	Organization is usually logical and supports the purpose and task. The organizational pattern is evident. The audience is engaged and includes all aspects of the presentation requirements.	Relevant facts, definitions, and concrete details are adequately developed. Supporting evidence is appropriate. May include digital media and/or visual displays. Relevant descriptive details are used to support main ideas and themes. Provides a conclusion.	Uses phrases and clauses to convey specific meaning and add variety and interest to presentations. Provides some elaboration and detail that uses precise language and domain-specific vocabulary to amplify main ideas and themes.	Speaks clearly and audibly. Uses appropriate eye contact with the group and demonstrates good posture. Style is adequate to the purpose, audience, and task. Demonstrates an adequate command of English conventions.
C	84-87	2	The content of the presentation is somewhat cohesive, focused, and well-organized. The audience is somewhat engaged during some of the presentation.	The organization is inconsistent and difficult to follow. The organizational pattern is intermittently observable within the presentation. There is adequate and included some of the aspects of the presentation requirements.	Some relevant facts, definitions, and concrete details were provided. Some relevant descriptive details are used to support main ideas. A weak conclusion is provided.	Uses a range of types of phrases and clauses when occasionally convey specific meaning and occasionally add variety and interest to presentations. Very little elaboration and detail that uses precise language and domain-specific vocabulary is evident.	Speaks clearly and audibly. Some of the time may be too slow or too fast. Makes minimal eye contact. Style may not be adequate to the purpose, audience, or task. Demonstrates a basic command of English conventions. There may be errors in grammatical structures.
D	80-83	1	The content of the presentation is not cohesive, focused, and well-organized. The audience is not engaged for most of the presentation.	The organization is generally unclear and confusing and does not support the purpose and task. There is not enough well-organized and included most of the aspects of the presentation requirements.	Facts, definitions, and supporting evidence are not substantive and are not appropriate to the purpose, audience, and task. There is no conclusion.	Uses a narrow range of phrases and clauses with little variety or interest to presentations. No elaboration or detail.	Speaks too quietly or not clearly with a pace and/or style that is not appropriate to the task or audience. Demonstrates little or no command of English conventions.

\* Do not put scores less than 50% in gradebook. Revised 10/27/15



Assessment flow chart is similar at every grade level. Much thought and research has been applied to the flow chart. Teachers and parents understand the next steps within their child's learning.