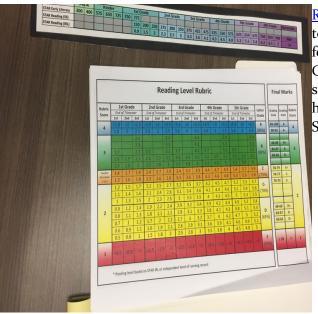
W.A. Kendrick Elementary

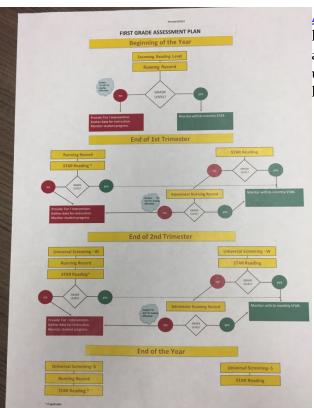


Reading rubrics were created by Principal and teachers at Kendrick Elementary School and followed by every teacher. Running Records and Guided Reading are used for dialing in on student performance tasks and individualized help. Reading level Rubric created according to STAR scaled scores and adopted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

					Presentation Rubric	1	
	Grading Scale	Score	Focus	Organization	Development	Language & Vocabulary	Delivery
	Max F	oints	20	20	20	20	20
	95-100		coheave. The main idea is compelling jarceirely extend, appropriately repeater, and memorable). Le audience is effectively engaged throughout the presentation.	Organizar on its or isotherity logical and clarify supports the purpose and task. The organizational protters is slowly and consistently observable and salful. Time as well interested and includes all aspects of the presentation requirements.	concrete details are consistently	types of chrases and clauses to convey specific meanings and add variety and interest to presentations. Effectively provides eleptration and detail that uses or eithe language and do main specific worabulary to	Speaks ulearly and at Bookstein. Effectively Loss tone and emotion. Uses an appropriately boul voice and face. Makes effective eye contact with the group and demonstrates Bucklein posture. Style is electable to the purpose, audience, and bank. Demonstrates command of English conventions.
		Points	16-19	16-19	16-19	16-19	16-19
A-	90-94		The content of the presentation is cohesive, athough It sometimes may not be clear. The main idea is evident. The audience is engaged.	Organization is mostly capical and supports the purpose and task. The organizational pattern is evident. Time is seell managed.		Uses phrases and clauses to convey specific mercungs and add variety and interest to presented ons. Provides some	Speaks ricerly and articulately. Uses an appropriately loud voice and pace. Makes adequate eye contact with the stopp and
B+	88-89	3	during must of the presentation.	evident, Time is seen managed and includes almost all aspects of the presentation requirements.	randia and/or visual displays. Referent descriptive details are		demonstrates good posture. Style is askequate to the purpose,
B B-	84-87		v		used to support main ples Provides a conclusion.	specific voca bulary to amplify main idea and thernes	audience, and task Demonstrates an adequate command of English conventions.
		Points		12-	12-15		12-15
			The content of the presentation is uncertainable but facts coherence are called the The main income as anywhat cyadest, but is not repeated or menor table. The audience is generated engaged during as its of the presentation.	The organization is inconsistent and disjointed at times. The organizational pattern is intermittently observable within	Some relevant Lects, distinctions, and consiste cetalls were presented. Some relevant descriptive letable are coast as support main idea. A medit conclusion is provided.	Uses a range of types of phrases and sclause which incurvishently convey specific meeting and consisting and variety or interest to present a fam. Very if title elaboration and detail that uses precibe language and apesific domain specific vocabulary is evident.	Sapeaks that 'y and articulately some of the time with a poor that may be too alors or the feet. Makes minimal eye contact. Style may not be adoptate to the purpose, actience, or track Demonstrates a Look. Command of English covered true. These or may be entire in y a immedial strutures.
-		Points	0-11	0-11	0 - 11	0-11	0 - 11
F	50-59*	1	The Cortent of the presentation is unclear and presented in a way that the audience cannot determine the forus. The right idea is not evident. The audience is not regagnd for most of the aresentation.	The organization is generally unlikely and does not support the surpose and Last, may support the surpose and Last, time is not managed well and does not include most of the aspects of the presentation organizations.	Facts, definitions, and supporting evidence one not substantive and are not appropriate to the Surplue, audience, and task There is no conclusion.	Uses a namow range of types of phreses and clauses with little variety or interest to presentation. No slaboration or detail.	Speaks ton quietly or not clearly with a pare and/or style that in not approximate for that task or judience. Demonstrates little or no corrinand all English conventions.
* [Do not pu	ut score	s less than 50% in gradebook				Revised 10/2/15

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.





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.