

## Rubric for Group Presentations

| Skills   | Level 1  | Level 2  | Level 3  | Level 4  |
|--|--|--|--|--|
| <b>Preparation:</b> <ul style="list-style-type: none"> <li>Use of planning skills and strategies</li> </ul>  | <ul style="list-style-type: none"> <li>use of planning skills and strategies with limited effectiveness</li> </ul>   | <ul style="list-style-type: none"> <li>use of planning skills and strategies with some effectiveness</li> </ul>  | <ul style="list-style-type: none"> <li>use of planning skills and strategies with considerable effectiveness</li> </ul>  | <ul style="list-style-type: none"> <li>use of planning skills and strategies with a high degree of effectiveness</li> </ul>  |
| <b>Content Knowledge:</b> <ul style="list-style-type: none"> <li>use of conventions, vocabulary, and terminology of water in oral, visual, and/or written forms</li> <li>understanding of basic concepts of ecosystems and how certain substances can affect water quality</li> </ul>    | <ul style="list-style-type: none"> <li>use of conventions, vocabulary, and terminology of water in oral, visual, and/or written forms with limited effectiveness</li> <li>demonstrates limited knowledge and understanding of water quality</li> </ul>   | <ul style="list-style-type: none"> <li>use of conventions, vocabulary, and terminology of water in oral, visual, and/or written forms with some effectiveness</li> <li>demonstrates some knowledge and understanding of water quality</li> </ul>   | <ul style="list-style-type: none"> <li>use of conventions, vocabulary, and terminology of water in oral, visual, and/or written forms with considerable effectiveness</li> <li>demonstrates considerable knowledge and understanding of water quality</li> </ul>   | <ul style="list-style-type: none"> <li>use of conventions, vocabulary, and terminology of water in oral, visual, and/or written forms with a high degree of effectiveness</li> <li>demonstrates thorough knowledge and understanding of water quality</li> </ul>   |
| <b>Application:</b> <ul style="list-style-type: none"> <li>proposes courses of practical action to deal with water quality problems</li> </ul>   | <ul style="list-style-type: none"> <li>proposes courses of practical action to deal with water quality problems with limited effectiveness</li> </ul>  | <ul style="list-style-type: none"> <li>proposes courses of practical action to deal with water quality problems with some effectiveness</li> </ul>   | <ul style="list-style-type: none"> <li>proposes courses of practical action to deal with water quality problems with considerable effectiveness</li> </ul>   | <ul style="list-style-type: none"> <li>proposes courses of practical action to deal with water quality problems with a high degree of effectiveness</li> </ul>   |
| <b>Voice:</b> <ul style="list-style-type: none"> <li>communicates orally in a clear, coherent manner, using a structure/style appropriate to the topic and to the intended audience</li> <li>uses a range of vocal effects (tone, pace, pitch, volume) to communicate meaning</li> </ul> | <ul style="list-style-type: none"> <li>communicates orally in a clear, coherent manner, using a structure/style appropriate to the topic and to the intended audience with limited effectiveness</li> <li>uses a range of vocal effects to communicate meaning with limited effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>communicates orally in a clear, coherent manner, using a structure/style appropriate to the topic and to the intended audience with some effectiveness</li> <li>uses a range of vocal effects to communicate meaning with some effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>communicates orally in a clear, coherent manner, using a structure/style appropriate to the topic and to the intended audience with considerable effectiveness</li> <li>uses a range of vocal effects to communicate meaning with considerable effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>communicates orally in a clear, coherent manner, using a structure/style appropriate to the topic and to the intended audience with a high degree of effectiveness</li> <li>uses a range of vocal effects to communicate meaning with a high degree of effectiveness</li> </ul> |
| <b>Non-verbal Cues:</b> <ul style="list-style-type: none"> <li>identifies a variety of non-verbal cues (facial expression, gestures, and eye contact) and use them in oral communication to help convey their meaning</li> </ul>   | <ul style="list-style-type: none"> <li>identifies a variety of non-verbal cues and use them in oral communication to help convey their meaning with limited effectiveness</li> </ul>   | <ul style="list-style-type: none"> <li>identifies a variety of non-verbal cues and use them in oral communication to help convey their meaning with some effectiveness</li> </ul>  | <ul style="list-style-type: none"> <li>identifies a variety of non-verbal cues and use them in oral communication to help convey their meaning with considerable effectiveness</li> </ul>  | <ul style="list-style-type: none"> <li>identifies a variety of non-verbal cues and use them in oral communication to help convey their meaning with a high degree of effectiveness</li> </ul>  |

BLM 1.5.b



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