

**ORAL PRESENTATION OF A REPORT WITH VISUAL SUPPORT**  
**(See Assessments 5A.D and 5B.D)**

**Performance Standard 5C.D**

Write a multi-paragraph report using the researched information and present the report orally using an original visual aid accordingly:

- *Preparing visual support:* Prepare visual support mode appropriate for topic, purpose of speech and for age, maturity level, group size and interest of audience.
- *Depicting information:* Visually present information that conveys and reinforces research; use creative and diverse ways of presenting information throughout the visual support mode.
- *Using visual support:* Consistently use visual support to enhance speech by referring to it at appropriate times, displaying it in an appropriate manner, and pinpointing key elements.
- *Applying mechanics of language:* Edit and proofread work to ensure information is accurate and there are no age-appropriate errors in grammar, punctuation, spelling and capitalization.

**Procedures**

1. ***In order to apply acquired information, concepts, and ideas to communicate in a variety of formats accordingly (5C)***, students should experience sufficient learning opportunities to develop the following skills:
  - Access print, non-print information for written reports, letters, and/or stories.
  - Gather/organize/synthesize information.
  - Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
  - Revise and edit the work.
  - Present information in oral, written, and available multi-media forms.
    - Introduce the topic, sometimes providing a context.
    - Select an organizational structure that is useful to the reader.
    - Communicate ideas, insights, or theories that have been elaborated or illustrated through facts, details, quotations, statistics, and/or information.
    - Use diagrams, charts, or illustrations appropriate to text.
    - Use text/graphic aids to present information (e.g., banner, charts, report, maps, models, games, interviews, surveys).
2. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
3. Ask each student to organize information gathered on a researched topic and prepare a draft of a report on that topic to be delivered orally. Students should prepare note cards to use during the presentation, but they should not read their draft of the presentation. As part of the oral presentation of their research report to classmates, students should prepare one or more visual aids to enhance the presentation of their oral reports.
4. Evaluate each student's performance using the rubric as each student is presenting his/her report. Add each student's scores to determine the performance level.

Note: Upon completion of 5A, 5B, and 5C, student will turn in 1) graphic organizer, 2) note cards, 3) first draft, and 4) final draft.

**Examples of Student Work not available**

**Time Requirements**

- Two class periods

**Resources**

- Notes, note cards, and other materials used for preparing the report
- Writing/printing/coloring/painting/art materials
- Sources from which pictures may be used or cut
- Technology, including Power Point, if available
- Copies of this assignment
- Oral Presentation of a Report with Visual Support Rubric

## ORAL PRESENTATION OF A REPORT WITH VISUAL SUPPORT

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	<b>Appropriateness of Visual Support</b>	<b>Depicting Information</b>	<b>Use of Visual Support</b>	<b>Mechanics and Accuracy</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Visual support mode is consistently appropriate for topic and purpose of speech.</li> <li>• Visual support mode is consistently appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual support mode consistently presents information about the greatest American that conveys and reinforces research.</li> <li>• Creative and diverse ways of presenting information are used throughout the visual support mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses visual support to enhance speech by:                             <ul style="list-style-type: none"> <li>○ Referring to it at appropriate times.</li> <li>○ Displaying it in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consistent evidence of careful editing, proofreading:                             <ul style="list-style-type: none"> <li>○ No age-appropriate grammatical errors.</li> <li>○ No inaccurate information.</li> <li>○ No misspelled words.</li> <li>○ No age-appropriate punctuation errors.</li> <li>○ Age-appropriate capitalization.</li> </ul> </li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Visual support mode is usually appropriate for topic and purpose of speech.</li> <li>• Visual support mode is usually appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual support mode usually presents information about the greatest American that conveys and reinforces research.</li> <li>• Creative and diverse ways of presenting information are usually used throughout the visual support mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually uses visual support to enhance speech by:                             <ul style="list-style-type: none"> <li>○ Referring to it at appropriate times.</li> <li>○ Displaying it in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of careful editing/proofreading:                             <ul style="list-style-type: none"> <li>○ No age-appropriate grammatical errors.</li> <li>○ No inaccurate information.</li> <li>○ No misspelled words.</li> <li>○ No age-appropriate punctuation errors.</li> <li>○ Age-appropriate capitalization.</li> </ul> </li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Visual support mode is occasionally appropriate for topic and purpose of speech.</li> <li>• Visual support mode is occasionally appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual support mode does not always seem related. Occasionally presents information about the greatest American that conveys and reinforces research.</li> <li>• Creative and diverse ways of presenting information are rarely used throughout the visual support mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally uses visual support to enhance speech by:                             <ul style="list-style-type: none"> <li>○ Referring to it at appropriate times.</li> <li>○ Displaying it in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of careful editing/proofreading is lacking:                             <ul style="list-style-type: none"> <li>○ No age-appropriate grammatical errors.</li> <li>○ No inaccurate information.</li> <li>○ No misspelled words.</li> <li>○ No age-appropriate punctuation errors.</li> <li>○ Age-appropriate capitalization.</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Visual support mode is seldom/never appropriate for topic and purpose of speech.</li> <li>• Visual support mode is seldom/never appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual support mode seldom/never presents information about the greatest American that conveys and reinforces research.</li> <li>• Little or no evidence of creativity or diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Student seldom/never uses visual support to enhance speech by:                             <ul style="list-style-type: none"> <li>○ Referring to it at appropriate times.</li> <li>○ Displaying it in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of careful editing/proofreading.</li> <li>• Too many errors and inaccuracies which student should have corrected.</li> </ul>
<b>Score</b>				