The Oral Presentation

1. Research the materials for your topic and discuss with your partner on how to prepare for your presentation (who is saying what, etc.).
2. Prepare a PowerPoint that will guide you from one point to the next. A PowerPoint slide should NOT contain too much information, or else your audience is tempted to read it and ignore you. Instead, it should list just key words or pictures in point form. You may use cue cards to help you during your presentation on what points you don’t have listed on the PowerPoint that is important and helps make your presentation flow a lot better.
3. Each student needs to be responsible for 5-6 slides. PowerPoint requires 10-12 slides in total.
4. Make sure you have your eyes to the audience and do NOT just look at your paper during the entire presentation.

You will need a works cited page done in MLA style. You may use [www.easybib.com](http://www.easybib.com) to help you with the proper formatting.

**Investigating**

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| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:   * collects and records **limited** information not always consistent with your chosen topic * **makes a limited attempt** to address your chosen topic |
| 3–4 | The student:   * uses a method or methods to collect and record **some** information consistent with your chosen topic * **partially** addresses your chosen topic |
| 5–6 | The student:   * uses methods to collect and record **appropriate** information consistent with your chosen topic * **satisfactorily** addresses your chosen topic |
| 7–8 | The student:   * uses methods **accurately** to collect and record **appropriate** and **varied** information consistent with your chosen topic * **effectively** addresses your chosen topic |

**Communicating**

|  |  |
| --- | --- |
| **Achievement level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student:   * communicates information and ideas by **attempting in a limited way** to explain to the audience what is appropriate to the chosen topic; structure unclear, does not look at the audience at all. * **makes a limited attempt** to document sources of information – works cited? What works cited? |
| 3–4 | The student:   * presents their findings in a somewhat structured/coherent fashion. Lacks information to back up their points and arguments. Occasionally looks at the audience. * **sometimes** documents sources of information using a recognized convention (You just wanted urls, right?). |
| 5–6 | The student:   * presents their findings that is **often** appropriate to the chosen topic & is structured in a coherent fashion. The students know what they are talking about and looks at the audience mostly. * **often** documents sources of information using a recognized convention (your works cited is almost perfect…some errors still). |
| 7–8 | The student:   * presents their findings that **effectively** highlights the chosen topic in a **consistent, appropriate** and interesting way. Student is telling a story that flows coherently from one point to the next that convinces their audience. * **consistently** documents sources of information using a recognized convention (your works cited is in MLA style and is flawless)y is almost perfect...t is evident you really know your stuff!)ur paper or visual)for peasants, but ddint'comm. |