

## ALERT 6C Checklist for Exemplary Presentations

	 <b>Ground School</b>	 <b>Going for Altitude</b>	 <b>Full Throttle!</b>	 <b>Afterburner!</b>
<b>Communication: Tell the Story!</b>  Plan & practice to provide a high quality experience for viewers; clear text, strong voice, technology tools used to good effect.	Someone else with an understanding of the subject may need to help me rephrase, rewrite, or revise before others will understand.	I send a message that reaches readers or viewers with some distractions in my text, narration, or visual display.	I author a quality message with clear text, narration, or visuals and few distractions.	I communicate without any distractions to give readers and viewers an excellent experience.
<b>Content: Expertise!</b>  Review science or social studies information for accuracy; be a “local expert” on the subject. Presentation stays on topic.	I may puzzle the audience with decisions I made about the information I include. They will have to ask me questions to learn.	I produce work that is related to the unit of study. Readers or viewers think, “Ah, I see.”	I produce a product that provides clear new details about the topic. Readers or viewers think, “That’s interesting.”	I provide new knowledge readers or viewers can connect to their previous understanding: “So that’s how that works!”
<b>Critical Thinking: Evidence!</b>  Create a presentation an audience can follow from one idea to the next with supporting details.	I jump from one fact to another, making it difficult for people to follow my ideas and the links between them. If I provided examples, their meaning may be unclear.	I understand what I want to share, and someone new to the subject may understand my ideas with additional examples or details.	I know what I want to say and have offered different examples or reasoning until most people understand.	I present clear, organized ideas with supporting details, helping everyone understand this topic completely.
<b>Creativity: Vision!</b>  Present information in a new or interesting way or deliver an “Oh, wow!” moment.	I made a creative effort, but someone else may not understand my goal.	I produce work without major distractions that keeps readers or viewers engaged.	I produce a fine product! Readers or viewers think, “That’s well done!”	I provide an excellent experience! Readers or viewers think, “That’s awesome! How can I do that?”
<b>Confidence: Dare to Succeed or Fail!</b>  Know the message you want to share, predict and reduce emotional tension or anxiety, think ahead to present best experience possible for you, classmates and families.	I am very uncomfortable and struggle even with audience empathy, teacher coaching, and support. I am nervous and unprepared for audience questions.	I am hesitant and reticent at the start, but build up energy and enthusiasm as the presentation progresses. I am able to entertain audience questions.	I prepared with care and clearly practiced the presentation. I provide clear and informative responses to audience questions.	I reach out to engage the audience with energy and enthusiasm. I use audience questions as an opportunity to share amplifying details and examples.
<b>Collaboration: Building it Together!</b>  Identify sources of information for further investigation or study and thank others (authors, classmates, teachers) for help.	I identify search engines--“Google,” “DISCUS,” not a source, OR I have <u>one source</u> for most of my information.	I have 2 clearly-identified (title & author, specific web address) sources of information.	I have 3 clearly-identified sources of information using academic expectations (author, title, publisher, date).	I provide 4 or more well-identified sources from a variety of different media; I identify <u>what</u> came from <u>which</u> source.
<b>Observations, Appreciations, Challenges, and Suggestions on the other side.</b>				