

ALERT High Flight Checklist for Exemplary Presentations

	 Ground School	 Going for Altitude	 Full Throttle!	 Afterburner!
Organization & Sequencing Create a presentation an audience can follow from one topic to the next: idea-to-idea, scene-to-scene. Finish within the time given.	I jump from one fact to another, making it difficult for people to follow my ideas and the links between them.	I understand what I want to say, and someone new to the subject may understand my ideas with effort.	I know what I want to say and am willing to try different approaches until most people understand.	I present clear, organized, ideas with the goal of helping everyone understand this topic completely.
Graphics & Visual Aids Prepare maps, illustrations, and artifacts that add to the presentation and show care in preparation.	Someone else will see I made a creative effort, but 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 excellent graphics that add to the presentation without distractions and promote a better understanding of the subject.
Fluency Plan & practice to provide a high quality experience for viewers; high confidence, strong voice, technology tools used to good effect.	Someone else with an understanding of the subject may need to help me rephrase or rewrite before others will understand.	I send a message that reaches readers or viewers with some distractions.	I author a quality message with clear text or narration and few distractions.	I communicate without any distractions to give readers and viewers an excellent experience.
Relevance Review information for accuracy; be a "local expert" on the subject. Presentation stays on topic.	Someone else is likely to be puzzled by the decisions I made about the ideas 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."	Provides new knowledge readers or viewers can connect to their previous understanding: "So that's how that works!"
Creativity Present information in a new or interesting way or deliver an "Oh, wow!" moment.	Someone else will see I made a creative effort, but 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?"
Sources 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 5th-grade 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.
Flight Observations, Appreciations, Challenges, and Suggestions on the other side.				