**Scoring Guide for 9th Grade Presentation of Learning**

Timing: 7-8 minutes for formal presentation, 2-3 minutes follow-up questions, followed by deliberation and scoring

# Sequence:

* 1. **Formal Presentation-**
		+ Student introduces themselves to the panel, and uses an anecdote or hook to get the panel’s attention.
		+ Student must present on one strength and one goal. The strengths and goals will be chosen from our Habits of Heart and Mind, and the list of 21st Century Survival Skills

(see lists below).

* + - Student then answers two reflective questions (see questions below).
		- For each section, students must show evidence, either in hand or on their DP.
		- At some point in the presentation, students must talk about each of their classes.
	1. **Panel Follow-Up Questions-** Panelists ask questions of the presenter.
	2. **Deliberation and Scoring-** Student leaves the room, and panelists deliberate.

# Reflective Questions

1. How is the work that you are doing here relevant to you personally or to your larger goals?
2. What topic have you engaged with this year that has caused the most personal or intellectual growth for you?

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**Habits of Mind and Survival Skills**

# The Seven Survival Skills for the 21st Century

1. Critical Thinking and Problem Solving
2. Collaboration
3. Adaptability
4. Initiative
5. Effective Communication
6. Independent Research and Learning
7. Curiosity and Imagination

# AHS Habits of Mind

1. Perspective
2. Advocacy
3. Perseverance
4. Evidence
5. Refinement

**POL Scoring Rubric**

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| **PRE-POL CHECKLIST** |
| **Be dressed in professional attire from head to toe** | **Y** | **N** |
| **Have note cards of outline** | **Y** | **N** |
| **Have a working and updated digital portfolio** | **Y** | **N** |

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| **SCORING GUIDELINES-****Must score 24 to pass. If you receive a 1 in any category, you will automatically have to redo your POL.** |
| **4** | **3** | **2** | **1** |
| Exceeds Standard | Meets Standard | Approaches Standard | Below Standard |

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| **PRESENTATION SKILLS CHECKLIST** |
| **Professionalism:** Student uses professional verbal language and professional body language during the POL. |  |
| **Eye Contact:** The student makes eye contact with all panelists, and uses note cards appropriately. |  |
| **Vocal Delivery:** The student’s delivery is strong, energetic, and easily understood. |  |

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| **PRESENTATION RUBRIC****Scoring Category Performance Criteria Score (1-4)** |
| **Introduction** | Student provides professional introduction, and draws audience in with an engaging hook/anecdote that sets the tone and themes for the presentation. |  |
| **Strength** | Student has an in-depth explanation of their strength that is supported by evidence. Students must show their evidence to the panel, either in hand or on their DP, and explain the significance of that evidence. Student demonstrates self-awareness, honesty, and deep reflection. |  |
| **Goal** | Student has an in-depth explanation of an area where they need to improve that is supported by evidence, either in hand or on their DP. Student presents a solid and specific action plan to improve in this area next semester. Student demonstrates self-awareness, honesty, and deep reflection. |  |
| **Question 1** | Student responds to allaspects of the question, and provides a well-thought out answer. Student uses strong evidence to support their answer. Student demonstrates self-awareness, honesty, and deep reflection. |  |
| **Question 2** | Student responds to allaspects of the question, and provides a well-thought out answer. Student uses strong evidence to support their answer. Student demonstrates self-awareness, honesty, and deep reflection. |  |
| **Final Check** | All classes have been discussed in the presentation. |  **YES NO** |