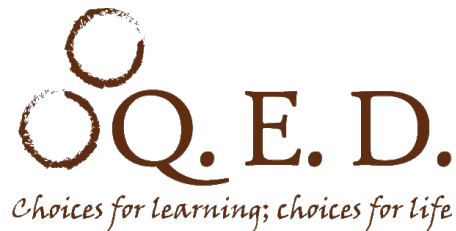


# Mastery-Based Graduation


Kim Carter, Q.E.D. Foundation

Adapted, with permission, by Janet







 Q. E. D.  
*Choices for learning; choices for life*




What  
is a  
Master?

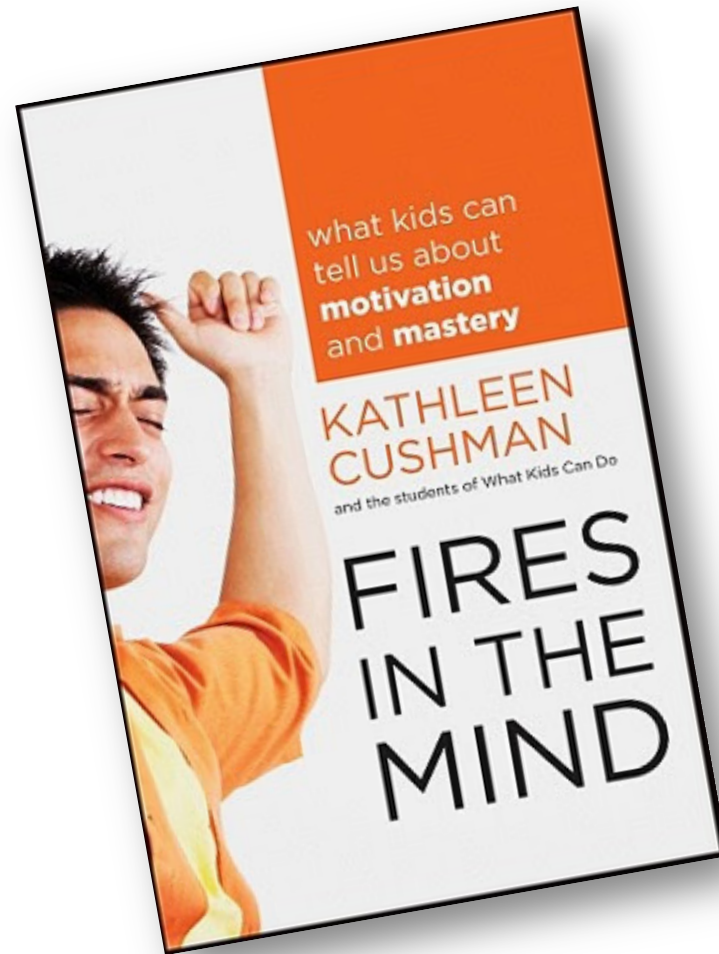


**MASTER CARPENTER**



Q.E.D.  
*Choices for learning; choices for life*

What does it take to get really good at something?



What does  
it take to get  
**really good**  
at something?

Kathleen Cushman  
and the students of What Kids Can Do

**FIRES IN THE MIND**  
What Kids Can Tell Us About  
Motivation and Mastery  
Jossey-Bass, 2010



Q.E.D.

*Choices for learning; choices for life*

TEACHERS COLLEGE COLUMBIA UNIVERSITY



# SCIENCE GENIUS

THE FINAL B.A.T.T.L.E.S.

6-21-13

THE WU TANG CLAN'S  
GZA/THE GENIUS

Q.E.D.

*Choices for learning; choices for life*



# What is Mastery?

**Mastery** is the consistently successful application of a set of knowledge (facts), skills (processes), and behaviors (actions) to complex problems and novel situations.

# Apply

- Graduation standards are the levels of mastery necessary for transition to adult life
- Developed and practiced within contexts
- Applied in personally meaningful ways

# Community Garden

**Biology**

**Local Farmers/Food Pantry**

**Greenhouse**

Where does food  
come from?

Where does it go?

The local need for help with a community garden inspired this E.L.O., where students explored **ecosystems, cellular structures, nutritional, energy, water and nitrogen cycles**. After designing their plots, students also decided where to **donate a portion** of their produce, following up on the life of local food.

**Q. E. D.**

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# Civic Index Forum

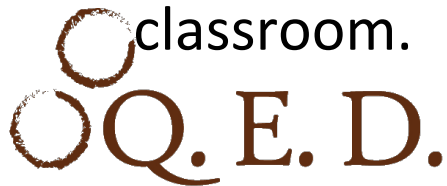
Civics

NH Institute of Politics

Civics Forum

What does it  
mean to be  
an American?

A team of high school students helped plan, advertise and facilitate the first of several community Civic Index Forums. Students **researched, analyzed data, collaborated with community leaders and engaged in debate and public discourse** in and out of the classroom.

The logo for Q.E.D. features three overlapping circles of varying sizes and shades of brown, arranged in a triangular pattern. To the right of the circles, the letters 'Q.E.D.' are written in a large, bold, serif font.

Q.E.D.

*Choices for learning; choices for life*

# Geogami

Geometry

Glass Artist

Origami

Can Math  
BE  
Art?

This E.L.O. leveraged a relationship with a stained-glass artist who helped the students create “mathematically correct artwork.” The final project was in glass, with design work done in origami, exploring **trigonometric functions, polygons and polyhedra** .

# Rope Climbing Physics

Physics + Algebra

YMCA

Rappelling

Is life always  
balanced?

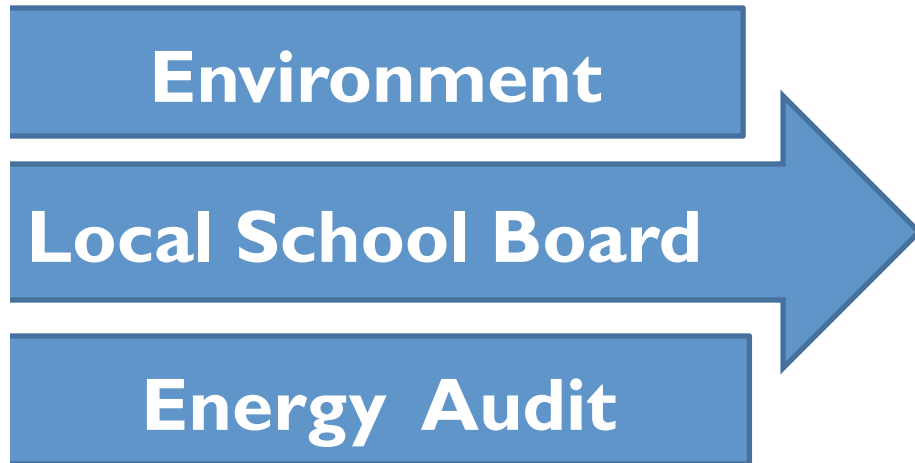
In this class, students learned **Physics** and **Algebra** as applied to immediately practical situations such as rope climbing and rappelling. They designed **on-site kinematics labs, discovered and applied Newtonian equations, analyzed data**, and debriefed their findings in a seminar-style discussion.

The logo consists of three overlapping circles of varying sizes and shades of brown, arranged in a triangular pattern. To the right of the circles, the letters 'Q.E.D.' are written in a serif font.

Q.E.D.

*Choices for learning; choices for life*

# Energy Audit



What makes  
an environment  
healthy?

This small group E.L.O. focused on **ecology** and **physical science**, culminating in an energy audit of the high school building, which was then presented to the School Board Facilities Committee. The students made explicit recommendations for improvements to the district for financial and environmental benefits.

# Museum Studies

English + History

Cultural Museum

Curate an exhibit

How does immigration impact the community?

Students act as historians and museum curators as they learn from and eventually contribute to a local cultural museum. They do **primary research in the larger community, conducting interviews, and gathering artifacts** in order to design exhibits that represent various immigrant populations.



*Choices for learning; choices for life*



# Document

*The learner develops a body of evidence*

- Meaning making
- Impact
- Challenges and triumphs (successes)
- Feedback loops – iterations (met/not yet)

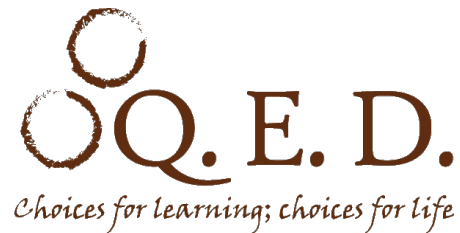
**INVESTIGATE THE WORLD**

*How effectively does the student investigate the world's complex and significant issues and ideas?*

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
ELA11-12.INV1.IDEAS	Summarizes and begins to analyze the ideas or arguments in texts.	Analyzes and begins to evaluate the ideas or arguments in texts.	Analyzes and evaluates the ideas and arguments in texts and begins to consider implications and consequences.	Analyzes and evaluates the ideas and arguments in texts by examining implication and consequences.
ELA11-12.INV2.INFO	Cites several sources and summarizes each of them.	Examines several sources and summarizes each of them.	Evaluates credibility of sources, and effectively synthesizes information.	Examines and evaluates the credibility of a variety of sources and effectively and skillfully synthesizes information.
ELA11-12.INV3.QUSTN	Generates a question focused on an issue and examines texts primarily one-dimensionally.	Generates questions focused on complex issues and examines texts multi-dimensionally.	Generates questions focused on complex issues, examines texts from multi-dimensional perspectives, and begins to consider possible implications for other issues.	Generates questions focused on complex issues, examines texts from multi-dimensional perspectives, and makes strong connections to possible implications for other issues.
ELA11-12.INV4.CTATN	Cites most textual evidence consistently, primarily following one accepted research format.	Cites most textual evidence consistently, using one accepted research format.	Cites all textual evidence consistently, using one accepted research format.	Cites all textual evidence accurately and consistently, using one accepted research format.

# Q. E. D Foundation

## Making Community Connections Charter School



# Knowledge frameworks

**Social Studies Essential Knowledge**

Student: \_\_\_\_\_ Updated: \_\_\_\_\_

**Conflict & Cooperation Portfolio** credit received \_\_\_\_\_

America's Role \_\_\_\_\_ Assessment \_\_\_\_\_

Citizen Action \_\_\_\_\_ Assessment \_\_\_\_\_

War & Peace \_\_\_\_\_ Assessment \_\_\_\_\_

Cooperation & Conflict \_\_\_\_\_ Assessment \_\_\_\_\_

Religious Differences \_\_\_\_\_ Assessment \_\_\_\_\_

**Civic Ideals, Practices and Engagement Portfolio** credit received \_\_\_\_\_

Structures & Functions of Government \_\_\_\_\_ Assessment \_\_\_\_\_

Responsible Political Practices \_\_\_\_\_ Assessment \_\_\_\_\_

Political Parties \_\_\_\_\_ Assessment \_\_\_\_\_

Unity vs. Pluralism \_\_\_\_\_ Assessment \_\_\_\_\_

Roots of U.S. Federal Government \_\_\_\_\_ Assessment \_\_\_\_\_

**People, Places and Environment Portfolio** credit received \_\_\_\_\_

Formation of "place" \_\_\_\_\_ Assessment \_\_\_\_\_

Land Use \_\_\_\_\_ Assessment \_\_\_\_\_

Symbols of Place & Religion \_\_\_\_\_ Assessment \_\_\_\_\_

U.S. Impact on World Affairs \_\_\_\_\_ Assessment \_\_\_\_\_

Character of a Region \_\_\_\_\_ Assessment \_\_\_\_\_

Environmental Issues \_\_\_\_\_ Assessment \_\_\_\_\_

**Individualism, Equality and Authority Portfolio** credit received \_\_\_\_\_

Enforcement of Laws \_\_\_\_\_ Assessment \_\_\_\_\_

Changing Roles of Gender \_\_\_\_\_ Assessment \_\_\_\_\_

Attitudes toward Diversity \_\_\_\_\_ Assessment \_\_\_\_\_

Social Class in the U.S. \_\_\_\_\_ Assessment \_\_\_\_\_

Judicial Roles and Responsibilities \_\_\_\_\_ Assessment \_\_\_\_\_

Role & Impact of Religious Ideas \_\_\_\_\_ Assessment \_\_\_\_\_

**Math Essential Knowledge**

Student: \_\_\_\_\_ Updated: \_\_\_\_\_

**Number & Quantity Portfolio** date completed \_\_\_\_\_

Real Numbers \_\_\_\_\_ Assessment \_\_\_\_\_

Quantities \_\_\_\_\_ Assessment \_\_\_\_\_

Complex Numbers \_\_\_\_\_ Assessment \_\_\_\_\_

Vectors & Matrices \_\_\_\_\_ Assessment \_\_\_\_\_

**Algebra Portfolio**

Expressions \_\_\_\_\_ Assessment \_\_\_\_\_

Polynomials \_\_\_\_\_ Assessment \_\_\_\_\_

Equations \_\_\_\_\_ Assessment \_\_\_\_\_

Equations and Inequalities \_\_\_\_\_ Assessment \_\_\_\_\_

**Function Portfolio**

Interpretation \_\_\_\_\_ Assessment \_\_\_\_\_

Building \_\_\_\_\_ Assessment \_\_\_\_\_

Linear, Quad, Exp \_\_\_\_\_ Assessment \_\_\_\_\_

Trigonometric \_\_\_\_\_ Assessment \_\_\_\_\_

**Data Portfolio**

Statistics \_\_\_\_\_ Assessment \_\_\_\_\_

Probability \_\_\_\_\_ Assessment \_\_\_\_\_

**Statistics and Probability Portfolio**

Projects \_\_\_\_\_ Assessment \_\_\_\_\_

**Math Electives**

**Discrete Math Portfolio**

Projects \_\_\_\_\_ Assessment \_\_\_\_\_

**Calculus Portfolio**

Projects \_\_\_\_\_ Assessment \_\_\_\_\_



MC Student \_\_\_\_\_ Updated \_\_\_\_\_

### Mathematics

- Number & Quantity Portfolio
- Real Numbers \_\_\_\_\_ date completed \_\_\_\_\_
- Quantities \_\_\_\_\_
- Complex Numbers \_\_\_\_\_
- Vectors & Matrices \_\_\_\_\_
- Algebra Portfolio
- Expressions \_\_\_\_\_ date completed \_\_\_\_\_
- Polynomials \_\_\_\_\_
- Equations \_\_\_\_\_
- Equations and Inequalities \_\_\_\_\_
- Function Portfolio
- Interpretation \_\_\_\_\_ date completed \_\_\_\_\_
- Building \_\_\_\_\_
- Linear, Quad, Exp \_\_\_\_\_
- Trigonometric \_\_\_\_\_ date completed \_\_\_\_\_
- Geometry
- Congruence \_\_\_\_\_
- Trigonometry \_\_\_\_\_
- Circles \_\_\_\_\_
- Equations \_\_\_\_\_
- Dimension \_\_\_\_\_
- Modeling \_\_\_\_\_
- Statistics & Probability Portfolio
- Interpreting Data \_\_\_\_\_ date completed \_\_\_\_\_
- Inferences/Conclusions \_\_\_\_\_
- Probability \_\_\_\_\_
- Decision Making \_\_\_\_\_

### Science

- Human Organism Portfolio
- Mental Health \_\_\_\_\_ date completed \_\_\_\_\_
- Physical Health \_\_\_\_\_
- Neurodevelopment \_\_\_\_\_
- Biology Portfolio
- Ecosystems \_\_\_\_\_ date completed \_\_\_\_\_
- Cells \_\_\_\_\_
- Heredity \_\_\_\_\_
- Evolution \_\_\_\_\_
- Chemistry Portfolio
- Structure of Matter \_\_\_\_\_
- Reactions \_\_\_\_\_
- Physics Portfolio
- Waves \_\_\_\_\_
- Kinematics \_\_\_\_\_
- Elective 1 Portfolio
- Elective 2 Portfolio

MC Creations

Name \_\_\_\_\_

Date/Time \_\_\_\_\_

### Phase 3

- Maintain Current Individualized Learning Plan
- Maintain Proficient End of Days
- Maintain Complete Schedule Planner
- Proficient Exhibitions of Learning
- \_\_\_\_\_
- \_\_\_\_\_
- Research Paper \_\_\_\_\_
- Approved Graduation Research Project proposal
- Internship(s) site \_\_\_\_\_
- Community Service Work Sample
- Treks  title \_\_\_\_\_
- title \_\_\_\_\_
- title \_\_\_\_\_
- Leadership Role Work Sample
- Personal Reading Logs
- title \_\_\_\_\_
- title \_\_\_\_\_
- title \_\_\_\_\_
- title \_\_\_\_\_
- Writing Portfolio
- Physical Fitness Portfolio
- Essential Knowledge progress
- NECAP Testing
- Post Graduation Plan
- Research 5 options (3 must be colleges)
- College Essay Draft
- PSAT/ACT
- 25 pages of autobiography
- Proficient in all the Habits
- Gateway Portfolio
- \_\_\_\_\_
- Gateway Exhibition
- \_\_\_\_\_

### Phase 4

- Maintain Current Individualized Learning Plan
- Maintain Proficient End of Days
- Maintain Complete Schedule Planner
- Proficient Exhibitions of Learning
- \_\_\_\_\_
- \_\_\_\_\_
- Graduation Research Project
- project \_\_\_\_\_
- Internship(s) site \_\_\_\_\_
- Community Service Work Sample
- Treks  title \_\_\_\_\_
- title \_\_\_\_\_
- title \_\_\_\_\_
- title \_\_\_\_\_
- Leadership Role Work Sample
- Personal Reading Logs
- title \_\_\_\_\_
- title \_\_\_\_\_
- title \_\_\_\_\_
- title \_\_\_\_\_
- Writing Portfolio
- Physical Fitness Portfolio
- 100 % Essential Knowledge
- Post Graduation Portfolio
- Apply for a scholarship
- Complete the Common Application
- SAT/ACT
- Visit 3 colleges
- 100 page autobiography
- Exemplary in most habits (Proficient in rest)
- Declaration to Graduate letter

Choices

MC Creations

# http://mc2school.wikispaces.com/Habits

The screenshot shows a web browser window with the address bar displaying "mc2school.wikispaces.com/Habits". The page title is "MC2school - Habits". A navigation menu on the left includes "Wiki Home", "Projects", "Recent Changes", "Pages and Files", and "Members", along with a search box. Below the menu are links for "Student tour", "Parent tour", "Mentor tour", and "Visitor tour", followed by a list of questions: "Who am I as a Learner?", "What do I need to know and be able to do?", "How do I learn best?", "...and prove that I know (it)?", "What is a Learning Community?", and "Rules, Policies and Procedures". At the bottom of the menu are "MC2 Glossary" and "MC2 Charter". The main content area has a purple header with the "MC2" logo. The title "Habits" is followed by "Edit", "0" comments, and "13" views. The text states: "Students progress in mastery of our 18 habits in order to become lifelong learners. These habits have concrete indicators that are delineated in levels ranging from Emerging to Life-Long. These habits are pervasive in all areas of learning - from internships to classes to personal learning experiences outside school. The rubrics (links below) are used in assessing all learning opportunities." Below this is a table of links:

MC2 Habits	Habits of Mind
<a href="#">Ownership</a>	<a href="#">Critical Thinking</a>
<a href="#">Community</a>	<a href="#">Creative Thinking</a>
<a href="#">Self Direction</a>	<a href="#">Decision Making</a>
	<a href="#">Information</a>
	<a href="#">Technology</a>
Habits of Being	<a href="#">Management</a>
<a href="#">Collaboration</a>	<a href="#">Organization</a>
<a href="#">Character</a>	<a href="#">Leadership</a>
<a href="#">Quality Work</a>	<a href="#">Problem Solving</a>
<a href="#">Curiosity and Wonder</a>	<a href="#">Communication</a>
<a href="#">Global Citizenship</a>	

At the bottom, there is a PDF download button for "MC2 Habits cc'd.pdf" (37 KB) with "Details" and "Download" links. A note says "Download a PDF copy of the Habit Rubrics".

# Habits

*Habits of Mind*

**Problem Solving**

*Fall 2012*

	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Life-Long</b>
<b>Use of Strategies</b>	Looks for convenient solutions, or is unaware of problem solving strategies	Is aware of and only uses one strategy	Understands that there is more than one strategy	Can identify multiple strategies	Uses prior knowledge to select best strategies; construct and employs effective strategies
<b>Use of resources</b>	Is unaware of resources and/or how to access them	Is minimally aware of resources and how to access them	Is aware of several resources and how to access them	Knows how to access multiple resources	Seeks out resources and uses previous knowledge and experience to construct multidimensional solutions
<b>Seeking solutions</b>	Doesn't seek solutions to a problem	Uses limited or haphazard solutions and/or doesn't seek other solutions	Uses limited resources to seek one solution	Uses resources to seek more than one solution	Values and creates a repertoire of a variety of potential solutions
<b>Problem Recognition</b>	Avoids difficult problems, doesn't see the problem, or can't define it	Sees the problem and is able to define it	Recognizes and can define some problem questions	Recognizes and defines problem questions	Seeks, defines, and explores the major issues of a problem
<b>Finding Solutions</b>	Proceeds to quick solutions without much thought	Proceeds to solutions with minimal exploration of resources	Proceeds to solutions using limited variety of resources	Proceeds to solution after exploring options	Experiments with a variety of solutions and perspectives and thoughtfully selects the best

# Habits

*Habits of Being*

**Quality Work**

*Fall 2012*

	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Life-Long</b>
<b>Quality Work</b>	Doesn't understand why quality is important	Understands why quality work is important	Sees the connection between doing quality work inside and outside of school	Understands why it is important to always do best quality work	Understands and seeks quality in all work
<b>Setting Standards</b>	Does not understand assessment standards	Expects others to provide standards for work	Takes part in setting standards for own work	Is fully involved in setting expectations and standards for work	Can develop standards and assessments for work for self and others
<b>Desire to Continuously Improve</b>	Is satisfied with minimal effort	Makes improvements when asked	Identifies where improvements can be made	Understands that work can continually improve	Constantly reevaluates and makes improvements
<b>Striving for Excellence</b>	Shows no concern about work	Does work just to get it done, with no concern for quality	Does the best work possible on first effort	Revises work to improve it, using feedback	Strives for excellence, seeks and uses outside feedback for improvement



# Defend Demonstrate Mastery

- Portfolios
- Presentations of learning
- Authentic audiences

# Asia Society – Graduation Performance System

- Global Leadership
- Performance Outcomes
  - Grade 8

## INVESTIGATE THE WORLD

*What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?*

- **LEAD6-8.INV1.ISSUE.** Identifies and describes a local, regional, or global issue..
- **LEAD6-8.INV2.EVDNC.** Uses few international or domestic sources to identify evidence that addresses a global question.
- **LEAD6-8.INV3.RSPNS.** Analyzes evidence to address a global question.
- **LEAD6-8.INV4.POSTN.** Develops a single-perspective position in response to a global question.

## RECOGNIZE PERSPECTIVES

*What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?*

- **LEAD6-8.PERS1.SELF.** Describes personal perspective clearly on situations, events, issues, or phenomena.
- **LEAD6-8.PERS2.OTHR.** Identifies the perspectives of other people, groups, or schools of thought.
- **LEAD6-8.PERS3.AFFCT.** Identifies how perspectives affect how people react to different situations, events, issues, or phenomena.
- **LEAD6-8.PERS4.APLIC.** Uses an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.



*Choices for learning; choices for life*

## COMMUNICATE IDEAS

*What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?*

- **LEAD6-8.COMM1.ADNCE.** Identifies the expectations and perspectives of diverse audiences.
- **LEAD6-8.COMM2.STRTG.** Communicates and collaborates effectively using appropriate verbal and non-verbal strategies.
- **LEAD6-8.COMM3.RSRCS.** Uses appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.
- **LEAD6-8.COMM4.REVSN.** Reflects on audience response and/or feedback and begins to revise communication choices: message, strategies, and/or resources.



*Choices for learning; choices for life*

## TAKE ACTION

*What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?*

- **LEAD6-8.ACT1.OPORT.** Identifies opportunities for individual action to address a situation, event, issue or phenomena.
- **LEAD6-8.ACT2.PLANS.** Plans actions based on evidence and the perceived potential for impact.
- **LEAD6-8.ACT3.CNTRB.** Acts individually or collaboratively to contribute to improvement locally, regionally, or globally.
- **LEAD6-8.ACT4.IMPLC.** Reflects on the whole of own actions and advocacy for improvement.

# At your tables

- Look at “Investigate the World” and “Take Action”
- How would you modify these Performance Outcomes for Grade 12 learners?

# Asia Society – Graduation Performance System

- Global Leadership
- Performance Outcomes
  - Grade 12
- The Essential Questions are the same – the expectations are not.



## INVESTIGATE THE WORLD

*What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?*

- **LEAD11-12.INV1.ISSUE.** Identifies, describes, *and frames questions about an issue and explains how that issue is* local, regional, and/or global.
- **LEAD11-12.INV2.EVDNC.** Uses a variety of international *and* domestic sources to identify *and weigh relevant* evidence that addresses a global question.
- **LEAD11-12.INV3.RSPNS.** Analyzes, *integrates, and evaluates* evidence to *formulate a coherent response to* a global question.
- **LEAD11-12.INV4.POSTN.** Develops a position that considers *multiple perspectives, addresses counter arguments, and draws reasonable conclusions* in response to a global question.

**Q. E. D.**

*Choices for learning; choices for life*

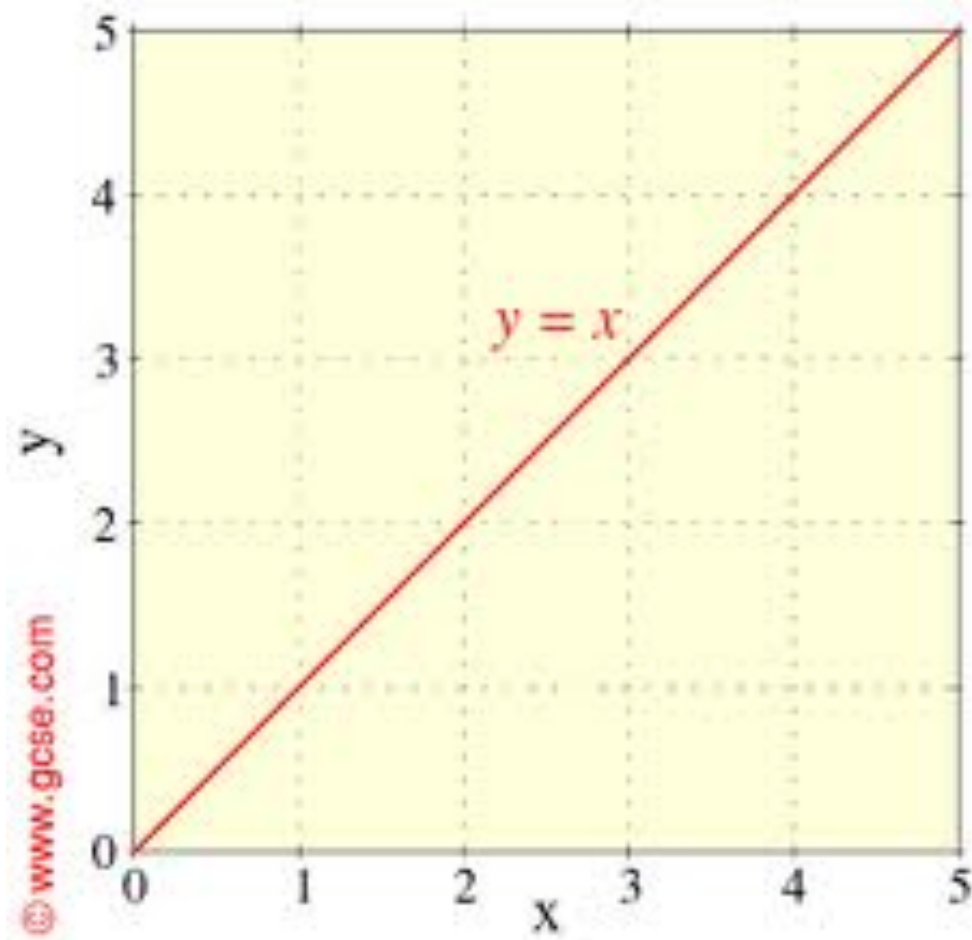
## TAKE ACTION

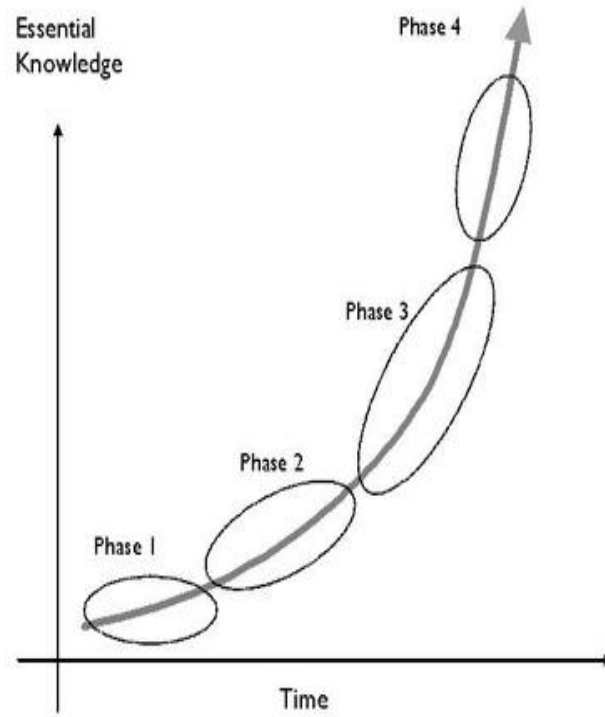
*What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?*

- **LEAD11-12.ACT1.OPORT.** Identifies ***collaborators across disciplines and industries and creates*** opportunities for individual ***or collaborative*** action to improve a situation, event, issue, or phenomena.
- **LEAD11-12.ACT2.PLANS.** ***Assesses options and*** plans actions based on evidence ***that indicates the*** potential for impact, ***by evaluating previous approaches, varied perspectives, and/or potential consequences.***
- **LEAD11-12.ACT3.CNTRB.** Acts individually or collaboratively, ***in creative and responsible ways,*** to contribute to improvement locally, regionally, ***and/or*** globally ***and assesses the impact of the action.***
- **LEAD11-12.ACT4.IMPLC.** Reflects on ***own*** actions and advocacy for improvement ***and describes implications for future actions and advocacy.***



*Choices for learning; choices for life*





**Q.E.D.**  
*Choices for learning; choices for life*

- Asia Society performance outcomes:
- <http://sites.asiasociety.org/pglonline/teach/performance-outcomes-3/>
- Graduation presentations:
- <http://www.mc2school.org/graduation-presentations/>
- <http://mc2school.wikispaces.com>
- <http://pinterest.com/qedfoundation/competency-based-learning-pathways-and-learning-op/>

# Competency Development

List characteristics of graduates (what do they need to know and be able to do?)

- *e.g. effective communicator*

Identify how each discipline contributes to those characteristics.

- *e.g. English: speaking skills, organizational methods, grammar and mechanics, etc.*

Map the progression of knowledge and skills that get students there.

- *e.g. Learning progression through skill levels*

# What Makes a Good Competency?

- Describes knowledge and skills that can be applied to novel, complex situations.
- Skills will be valuable ten years from now even if the content knowledge has changed.
- Learning objectives have clear performance criteria so students can identify their performance level(s) and what they need to do to improve.
- Learning objectives are accompanied by effective rubrics that help students understand themselves as learners.
- The competency and the learning objectives allow for personalization and opportunities for deeper learning.

# Examples

Students will make informative presentations.

Students will understand that different audiences require different communication styles and strategies.

Students [I can] use a wide range of strategies to communicate effectively with a variety of audiences to convey a variety of purposes.



# Quality Competency

**CCSS:** Adapt speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate.

**MC<sup>2</sup>:** Students [I can] use a wide range of strategies to communicate effectively with a variety of audiences to convey a variety of purposes.

	Emerging	Approaching	Proficient	Lifelong
<p>Trait I: How well does the student <b>communicate the information</b> using a variety of strategies? (e.g. Eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture)</p>	<p>The presentation does not communicate intended information because organization, and/or delivery interfere.</p>	<p>The presentation communicates the information, with inconsistent organization, and/or delivery.</p>	<p>The presentation communicates the information through logical organization and clear focus. The student's delivery is appropriate to the audience, context, and purpose.</p>	<p>The presentation communicates the information seamlessly through logical organization, introduction of and clear focus on the topic, smooth transitions, well-chosen supporting details, and a coherent conclusion. The student's delivery uses a variety of strategies to engage the audience and responds to audience cues.</p>

Kim Carter

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