UTEP CONNECT * EXTENDED UNIVERSITY

LITERACY/BILITERACY

BED 5336 CRN 18388/ RED 5351 CRN 18943

Fall 2016 * Aug. 22 – Oct. 9

Faculty

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COURSE INFORMATION

BED 5336 Biliteracy

3 Graduate Credit Hours

Online Office Hrs: M 7:00 – 9:00 p.m. MST or by appointment

COURSE DESCRIPTION

Identification of principal problems and issues of primary and second language acquisition, specifically the relationship between the development of these languages to facilitate and promote biliteracy.

Emphasis will be given to critical perspectives and social cultural, cognitive, and linguistic factors that influence in the biliteracy process. In addition traditional assumptions about bilingual students and biliteracy education will be challenged. Biliteracy instruction, matters of transfer, and holistic biliteracy assessment will also be explored.

COLLEGE'S CONCEPTUAL THEME

This course aligns with the University and College of Education's mission and vision in addressing the preparation of professionals and the investigation of issues and challenges in schooling with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. Biliteracy educational research and the essential knowledge of its sound professional practice will be a focus.

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OBJECTIVES

1. Research and examine critical perspectives and definitions of biliteracy;
2. Define and discuss biliteracy development in the various programmatic contexts in the various models in schools;
3. Examine cultural, social, political, and linguistic issues that impact on biliteracy education;
4. Research and analyze the concepts of *simultaneous* and *successive* biliteracy development;
5. Research and analyze matters of *transfer*;
6. Research and analyze the implications for policy and practice in biliteracy education.

REQUIRED TEXT

Collier, V.P., & Thomas, W.P. (2009). *Educating English learners for a transformed world*. Albuquerque, NM: Dual Language Education of New Mexico.

Escamilla, K., Hopewell, S., & Butvilofsky, S. (2013). *Biliteracy from the Start: Literacy Squared in Action.* Philadelphia, PA: Caslon.
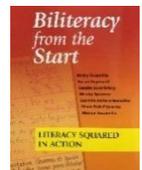
READINGS:

Ada, A. F., & R. Zubizarreta (2001). Parent Narratives: The cultural bridge between Latino Parents and their children. In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 229-244). New York, NY: Teacher College Press.

Ballantyne, K.G., Sanderman, A.R., & McLaughlin, N. (2008). *Dual language learners in the early years: Getting ready to succeed in school.* Washington, DC: National Clearinghouse for English Language Acquisition. Retrieved from http://www.ncela.us/files/uploads/3/DLLs__in_the_Early_Years.pdf

Bartolomé, L. I., & Balderrama, M. V. (2001). The need for educators with political and ideological clarity: Providing our children with "The Best". In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 48-64). New York, NY: Teacher College Press.

Cummins, J. (2003). *Biliteracy, Empowerment, and Transformative Pedagogy*. Retrieved from
https://www.researchgate.net/publication/241492125_Biliteracy_Empowerment_and_Transformative_Pedagogy

Garcia, O., Kleifgen, J. A., & Falchi, L. (2008). *From English language learners to emergent bilinguals*. New York, NY: Campaign for Educational Equity, Teachers College, Columbia University. Retrieved from
http://www.equitycampaign.org/i/a/document/6532_Ofelia_ELL__Final.pdf

Halcón, J. J. (2001). Mainstream ideology and literacy instruction for Spanish- speaking children. In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 65-77). New York, NY: Teacher College Press.

Hornberger, N. H. (2004). *The* continua of biliteracy and the bilingual educator: Educational linguistics in practice. *Bilingual Education and Bilingualism,* 7(2 & 3), 155-171. Retrieved from
http://repository.upenn.edu/cgi/viewcontent.cgi?article=1008&context=gse_pubs

Moll, L. (2001). The diversity of schooling: A cultural-historical approach. In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 13-28). New York, NY: Teacher College Press.

Olsen, L. (2010). *Reparable harm: Fulfilling the unkempt promise of educational opportunity for California's long term English learners [The Complete Report]*. Long Beach, CA: Californians Together. Retrieved from
http://www.californianstogether.org/

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COURSE STANDARDS AND LEARNING OUTCOMES

Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of languages, to facilitate and promote literacy/biliteracy; plans instruction and assessment that is responsive to cultural diversity and the strengths and interests of individual students.	
1. Examine how literacy development in the first language affects development in English.	a.. Early literacy readings; b. Course graded assignments, discussions, blogs
2. Examine, analyze and explain critical aspects of literacy/biliteracy for ELLs	a. Class readings, presentations and discussions of critical literacy/biliteracy
3. Examine and explain the role of parents in the education of their children	a. Class readings, presentations and discussions of critical literacy/biliteracy
4. Identify, contrast, and explain issues and concepts related to the transfer of literacy and simultaneous biliteracy development	a. Course graded readings and assignments; and b. Class discussions on transfer and biliteracy
5. Identify strategies for increasing the literacy of English Language Learners (ELL). 6. Identify best practices for literacy instruction for ELLs	a. Course graded readings and assignments; b. Class discussion of on critical literacy/biliteracy to include the domains/modalities of language and their direct application in biliteracy development
7. Examine and explain biliteracy and holistic assessment	a. Course graded readings and assignments; b. Class discussion of critical literacy/biliteracy
8. Identify issues and procedures in assessing ELLs - Emergent Bilingual, Dual Language Learners – and move towards a holistic biliteracy lens to teach to the potential	a. Course graded readings and assignments; b. Class discussion on critical literacy/biliteracy

Participation

All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for meaningful participation. Students are responsible for working with their groups. Group work is mandatory, and provides a forum for discussion that cannot be duplicated. No excuses for incomplete or late assignments will be accepted. All students are required to be prepared for each class session and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Academic Dishonesty:
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on

the quality of work produced by their individual.   In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. For further information, please refer to http://sa.utep.edu/osccr/academic-integrity/

Students with Disabilities:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Center for Accommodations and Support Services can be reached at Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or FAX: (915) 747-8712 E-Mail: cass@utep.edu

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GRADING SCALE

Points will be based on discussions, blogs, assignments, quizzes, and the final project. All work is required to be turned in on time. LATE WORK WILL NOT BE ACCEPTED. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute.

Point Assignments Follow:

ASSIGNMENTS/POINTS

1. Voiceover Introductions: 5 pts
2. APA Quiz   5 pts
3. 8 Blog - 3 pts each   24 pts
4. 4 Reading Responses – 3 pts each   12 pts
5. 1 Group Presentation   6 pts
6. 2 Group Discussions – 5 pts each   10 pts
7. BIliteracy Definitions   3 pts
8. 1 APA Research Paper, 10 page   15pts
9. 1 Biliteracy Final Project   15 pts
10. Peer Evaluations   5 pts
                            TOTAL: 100

A   90-100
B   80-89
C   70-79
D   60-69
F   Below 60

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Aug. 22   Voice over Introductions   <mark>Opens</mark> 8/22   5 pts.

What is biliteracy *TO YOU*?   Post by 8pm 8/24

Respond to a minimum of 2 classmates   Respond by 11:30 pm 8/25

Respond to a minimum of 2 classmates

Review learn to use as a daily resource:

APA (American Psychological Association) Format

Study on link below. Be sure to click all links.

http://owl.english.purdue.edu/owl/resource/560/01/

All written work must follow APA guidelines.

APA TEST   <mark>Opens</mark> 8/26-27   5 pts

MODULE 1   Foundations of Biliteracy in School

Who are our English language learners? Dual language learners?

Emergent Bilinguals? Culturally and linguistically diverse student?

BLOG 1   Dual Language Learners in the Early Years

Ballantyne, K.G., Sanderman, A.R., & McLaughlin, N. (2008).   <mark>Opens</mark> 8/27   3 pts.

Dual language learners in the early years: Getting ready to   Post by 8/29

succeed in school. Washington, DC: National Clearinghouse   Respond by 8/30

for English Language Acquisition. Retrieved from: Respond to a minimum of 2 classmates

http://www.ncela.us/files/uploads/3/DLLs__in_the_Early_Years.pdf

Critical Perspectives: Readings & Presentations – Group Work   <mark>Opens</mark> 8/30   6 pts

1. Analysis of Policy, Politics & Advocacy in the Education of ELLs   Post by 9/4
2. Comparison of Various terms/titles and Implications Assigned to ELLs   Respond by 9/5
3. Causal Effect in Understanding Long Term English Learners

3 Readings Below: All groups must integrate all 3 readings to develop their presentation with voiceover from the perspective (1-3) above assigned. Limit to 6 slides including title, references group names.

Chapters 1, 2 & 3: Collier, V.P., & Thomas, W.P. (2009). *Educating English learners for a transformed world*. Albuquerque, NM: Dual Language Education of New Mexico.

Garcia, O., Kleifgen, J. A., & Falchi, L. (2008). *From English language learners to emergent bilinguals*. New York, NY: Campaign for Educational Equity, Teachers College, Columbia University. Retrieved from http://www.equitycampaign.org/i/a/document/6532_Ofelia_ELL__Final.pdf

Olsen, L. (2010). *Reparable harm: Fulfilling the unkempt promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californians Together. Retrieved from http://www.californianstogether.org/   (Attached in Module 1 in Blackboard)

Group Discussion 1   Biliteracy, Empowerment and Transformative Pedagogy

Cummins, J. (2003). Biliteracy,	Opens 9/5 5 pts.
Empowerment and Transformative Pedagogy.	Post by 8 pm 9/8
Retrieved from:	Respond by 11:30 pm 9/8
	Respond to a minimum of 2 classmates

https://www.researchgate.net/publication/241492125_Biliteracy_Empowerment_and_Transformative_Pedagogy

MODULE 2   Critical Perspectives: The Social-Cultural, Socio-Historical, and Socio Political Context of Bliteracy

BLOG 2 *The Best for Our Children*   Opens 9/8   3 pts

Forward, Preface and Introduction:	Post by 8 pm 9/10
Reyes, M. & Halcón, J. (2001). *The Best for our Children:*	Respond by 11:30 pm 9/10
Critical perspectives on literacy for Latino students.	Respond to a minimum of 2 classmates
New York: Teachers College Press.	

Video: CGUNews. (2013, March 7). Luis Moll: Fulfilling the Promises of Mendez & Brown. Retrieved from http://youtu.be/fkLvTFUsMmk

Reading Responses 1-4   Opens 9/10

Read each of the following articles and summarize, in 100 words maximum, the researcher's purpose.	Post by 11:30 pm For each date

Ada, A. F., & R. Zubizarreta (2001). Parent Narratives: The cultural   Posted 9/11   3pts
bridge between Latino Parents and their children. In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 229-244). New York, NY: Teacher College Press.

Bartolomé, L. I., & Balderrama, M. V. (2001). The need for   Posted 9/12   3pts
educators with political and ideological clarity: Providing our children with "The Best". In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 48-64). New York, NY: Teacher College Press.

Halcón, J. J. (2001). Mainstream ideology and literacy instruction   Posted 9/13   3pts for Spanish-speaking children. In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 65-77). New York, NY: Teacher College Press.

Moll, L. (2001). The diversity of schooling: A cultural-historical   Posted 9/14   3pts approach. In M. Reyes & J. J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 13-28). New York, NY: Teacher College Press.

Reaction Paper - 10 Page APA Research Paper   Post 9/19   15pts.

Base your paper on 1 of the readings above. Be sure to follow APA guidelines. You need to include a title page; header; abstract; page numbers; references; and APA guidelines for citations, in text citations, and references.

MODULE 3   Research Perspectives on Biliteracy

Research the Term Biliteracy defined by a scholar   Opens 9/19 - 9/21 3 pts.

1.) Post on the blog – Make sure the one you post has NOT been used.
   It will not count, if repeated. **First come, first served.**
2.) Cite the source using APA format
Do not use any of the sources used in your syllabus

Group Discussion 2 *The Continua of Biliteracy* & *Biliteracy*   Opens 9/22   5 pts.

Hornberger, N. H. (2004). The continua of biliteracy and the bilingual educator: Post by 8pm 9/25
Educational linguistics in practice. *Bilingual Education and*   Respond by 11:30 pm 9/26
Bilingualism, 7(2 & 3), 155-171. Retrieved from   Respond to a minimum of 2 classmates
http://repository.upenn.edu/cgi/viewcontent.cgi?article=1008&context=gse_pubs

Final Biliteracy Project Proposal for Approval ……………   Post proposal by 9/22

Select one of the following and describe what you propose to use. Gather data; analyze; provide your findings/recommendations; support with research.

1. Analyze the language policy in your (a) school. Show how it fosters or deters the development of metalanguage and biliteracy development.
2. Gather assessment instruments used in two languages in literacy development. How might you use reading assessments in two languages as tools to look at the biliterate reading development of students?
3. Gather writing samples/data in Spanish and English for the same student. How can you discuss literacy/biliteracy development? How can you use this data to strengthen biliteracy instruction?

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MODULE 4   Biliteracy: Pedagogical Implications for Instruction and Assessment

Escamilla, K., Hopewell, S., & Butvilofsky, S. (2013). *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia, PA: Caslon.

BLOG 3   Forward and Chapter 1   Opens 9/26   3 pts.
How does a focus on qualities of instruction shift the   Post by 8pm 9/28
debate about effective practice in the bilingual education   Respond by 11:30 pm 9/28
field? Select a new term learned in this reading and discuss.

BLOG 4   Teaching through a Holistic Biliteracy Framework   Opens 9/26   3 pts.
Explain the difference between oral language development   Post by 8pm 9/29
and oracy. What is the difference between oracy   Respond by 11:30 pm 9/29
development in Spanish and English?

BLOG 5   Reading – through a Holistic Biliteracy Lens   Opens 9/26   3 pts.
Discuss how paired literacy instruction is different from   Post by 8pm 9/30
more traditional models of bilingual and dual language   Respond by 11:30 pm 9/30
education. How might this better meet the needs of
simultaneous dual language learners?

BLOG 6   Writing – through a Holistic Biliteracy Lens   Opens 9/26   3 pts.
Discuss why increased emphasis needs to be placed on
writing in teaching emerging bilingual learners.   Post by 8pm 10/1
                                                                   Respond by 11:30 pm 10/1

BLOG 7   Metalanguage   Opens 9/26   3 pts.
Discuss what metalanguage is, and why metalinguistic   Post by 8pm 10/2
skills are important for emerging bilingual students .   Respond by 11:30 pm 10/2

BLOG 8   Reading Assessment - through a Holistic BIliteracy Lens Opens 9/26   3 pts.
Explain how holistic reading assessments inform instruction.   Post by 8pm 10/3
                                                                   Respond by 11:30 pm 10/3

Final Biliteracy Project   Post by 10/7 15 pts

Oct. 9, 2016   Evaluation of Biliteracy Projects   Post 10/9   5 pts Voice

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Over Introductions: Creating a Community of Learners
Introductions are an effective way to meet your classmates and professor - a first impression!
However, if the introduction is not created with care and some planning, it can easily turn into
a first impression you want to take back. In 1-3 PowerPoint presentation slides that must
include one picture of yourself and a voice over of 2-3 minutes only, introduce yourself to the
class.

In your presentation, talk about yourself, what biliteracy is *to you*, and share an experience in
anything related to literacy/biliteracy. **You will be graded according to the following rubric**.
Submit your assignment by creating a blog entry and attaching your presentation file in the
designated area in Blackboard. Be sure to respond to 3 classmates as part of creating a
community of learners.

Included below are web links that guide you in the development of Voice Over.   This can be
done for any power point.   For more information about how to include narrative in
presentations, use the following resources:

Office Version	Microsoft Link	Video Tutorial
2007	http://office.microsoft.com/en-us/powerpoint-help/addnarration-to-a-presentation-HA001230306.aspx	http://youtu.be/rv9vinEMbIE
2010	http://office.microsoft.com/en-us/powerpoint-help/record-andadd-narration-and-timings-to-a-slide-show-HA010338313.aspx	http://youtu.be/3uk4CU7uobM
2013	https://support.office.com/en-US/article/Record-your-slide-showin-PowerPoint-2013-9d136e4a-9717-49ad-876e-77aeca9c17eb	https://www.youtube.com/watch?v=A1iwhQ9WuxA

Voice Over Introduction Rubric

	5	4-3	2-0
Content	The assignment presents a good introduction of yourself; it provides what biliteracy is to you, and an experience you have had with literacy/biliteracy.	The assignment presents some information about yourself; about what biliteracy is to you, and an experience you have had with literacy/biliteracy.	The assignment presents no or limited information about yourself; about what biliteracy is to you, and an experience you have had with literacy/biliteracy.
Communication	Language is appropriate for an academic course. The student on talks in the presentation and does not read the PowerPoint.	Language is somewhat appropriate for an academic course. The student mostly reads the PowerPoint in the presentation.	Language is not appropriate for an academic course. The student only reads the PowerPoint in the presentation.
Organization	Clear and organized and has required length.	Not well organized and is somewhat appealing. Some effort is reflected in the work.	Not organized and is not appealing. Effort is not reflected in the work.
Creativity	The assignment is appealing and attractive. Effort and time is reflected in the work.	The assignment is somewhat appealing. Some effort is reflected in the work.	The assignment is not appealing. Effort is not reflected in the work.
Participation	Responds to 3 classmates.	Responds to 2 classmates.	Responds to 1 classmate or does not respond at all.

8 BLOGS   -   BLOGS RUBRIC

	3	2	1
Analysis/ Interpretation	Postings reflect understanding, insight and reflection about the topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Postings reflect some understanding, insight and reflection about the topic. The message uses some sources, including outside as well as required reading.	Postings show no evidence of insight, understanding and reflective thought about the topic. Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar. Writing style can still be conversational rather than formal.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or mudded.

Group Discussions

Online discussions help students engage in informative and reflective discussions, clarify understandings, and learn from each other. Before engaging in discussion, make sure to read carefully the readings and make highlights and notes on questions, ideas, concerns, and critiques. Then answer the questions or follow the directions posted in your discussion board. You are required to respond to a minimum of 2 classmates' responses for each assigned discussion.

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Discussions Rubric

	5	4-3	2-0
Analysis/ Interpretation	Postings reflects understanding, insight, and reflection about the topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Postings provide some insight, understanding, and reflective thought about the topic. Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Postings show no evidence of insight, understanding or reflective thought about the topic. Message generally shows little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.
Participation	Messages contribute to conversations, ongoing as replies to questions or comments, or as new questions or comments. Student does not start a topic or pose a question and then abandon it. Student replies to a minimum of2 classmates.	Some messages contribute to ongoing conversations, but others are disconnected. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively. Student replies to 1 classmate.	Messages are unconnected with that others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses. Student does not reply to anyone.

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10 Page Reaction Paper

This reaction paper should be a 10 page narrative paper, plus title page, abstract, body, conclusion, references, APA format. Use the following link as your resource: http://owl.english.purdue.edu/owl/resource/560/01/

Include questions, concerns, and/or critiques of the ideas and concepts within your readings. You should interact in writing with the ideas presented in the readings. *What ideas/concepts were new to you? What questions or concerns does the chapter raise for you as a professional? Do you agree/disagree with the author? Why or why not?* This is a reaction paper. You do not summarize the chapter, but react to it. You will attach your paper as a word document to the designated area in Black Board.

10 Page Reaction Paper Rubric

EXCELLENT 15-13	SATISFACTORY 12-8	UNSATISFACTORY 0-7
Addresses main points in reading	Addresses some main points in reading	No reference to any main point
Evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.	Some evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.	No evidence of questions, concerns and critiques of the ideas and concepts presented in the readings.
Evidence of reflection and insight	Evidence of some reflection and/or insight	No evidence of reflection and/or insight
Depth and complexity of ideas supported by pertinent details	Included some supportive details	No supportive detail included
Ideas are well-organized	Ideas are organized	Ideas are not thought out
Address written mechanics such as grammar and spelling	Addresses some written mechanics such as grammar and spelling	Written mechanics not addressed such as grammar and spelling
Follows APA format	Follows some APA format	No APA format

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Biliteracy Projects

	Exceptional 11-15	Good 6-10	Acceptable 2-5	Unacceptable 0-1
Content	Clearly related to the reading; points are clearly made and supported; varied use of materials	Some information that relates to topic; many good points made but there is an uneven balance and little	There is a great deal of information that is not clearly connected to the topic	Not clear; information does not support component
Coherence and Organization	Clearly stated and developed; specific examples and clearly developed; flows together well; good transitions; succinct; well organized	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; vague; no apparent logical order of presentation
Material	Balanced use of materials properly used to develop component; varied and appropriate.	Use of materials not as varied and not as well connected to the component.	Choppy use of materials; lacks smooth transition from one point to another; materials are not clearly connected to the component.	Little or no materials used; imbalance in use of materials-too much of one, not enough of another.
Creativity	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention.	Some originality apparent; good variety and blending of materials/media.	Little variation; material presented with little originality or interpretation; some media.	Repetitive with little or no variety; insufficient use of multimedia
Speaking Skills (Not Reading Skills!)	Clear articulation; proper volume; steady rate; enthusiasm; confidence Grammatical	Clear articulation but not as polished; little if any grammatical errors	Some mumbling; uneven rate; little or no expression communicated; some grammatical error; **READS**	Inaudible or too loud; rate too slow/fast; monotone; many grammatical errors; **READS A LL**
Length of Presentation	Within required time and required number of slides	Outside required time correct number of slides	Outside required time and /or1 or 2 extra slides	Outside required time and slides