



Unit V Oral Traditions, Lesson 2 Language and Dialect

## Presentation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

Title/Topic \_\_\_\_\_

**Task** You are a folk culture researcher who has been directed to explore, define, and explain dialects and language in your community. You must present your findings in a manner that shows how these dialects connect to cultures and geographical regions. You are expected to share the presentation with students in the school and their parents. You will be assessed on the clearness and creativity of your presentation. .

Performance Elements	Above Standard (25-20 points)	At Standard (19-11 points)	Still a Goal (10-0 points)	Possible	Actual
<b>Gathering Information</b>	<ul style="list-style-type: none"> <li>Gathered information is accurate and extensive.</li> <li>Includes insider and outsider views, several dialects and/or types of language.</li> </ul>	<ul style="list-style-type: none"> <li>Gathered meager information, some inaccuracies.</li> <li>Includes limited viewpoints, dialects.</li> </ul>	<ul style="list-style-type: none"> <li>Information is inadequate and/or limited.</li> <li>Few dialects, languages, or viewpoints explored.</li> </ul>	25	
<b>Resource Utilization</b>	<ul style="list-style-type: none"> <li>Utilizes all field work, interviews, web resources.</li> <li>Effectively categorizes findings.</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of resources.</li> <li>Categories are not accurate or logical.</li> </ul>	<ul style="list-style-type: none"> <li>Use of resources is lacking or not evident.</li> <li>Findings not categorized.</li> </ul>	25	
<b>Interpreting and Evaluating Information</b>	<ul style="list-style-type: none"> <li>Interprets, evaluates, and organizes information around major elements to explain the differences in languages and dialects.</li> <li>Connects dialects to cultures and regions.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretations and organization focused, supported by relevant details.</li> <li>Some connections of dialects to cultures and regions.</li> </ul>	<ul style="list-style-type: none"> <li>Random organization; few or irrelevant details.</li> <li>Connections between dialects and cultures or regions not evident.</li> </ul>	25	
<b>Disseminating Information</b>	<ul style="list-style-type: none"> <li>Very clearly presented with high quality and much creativity.</li> <li>Computer or hand-made visuals enhance presentation.</li> <li>Layout enhances observers ability to understand the information.</li> <li>Precise and rich language.</li> </ul>	<ul style="list-style-type: none"> <li>Convincing presentation, some creativity evident.</li> <li>Visuals aid understanding of relationships.</li> <li>Effective layout.</li> <li>Acceptable, effective language.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation unclear, lacks conclusions.</li> <li>Very little or poor use of visuals.</li> <li>Confusing layout, information unclear.</li> <li>Simplistic and/or imprecise language.</li> </ul>	25	



### **Audience Feedback**

The audience evaluates the student's presentation according to how clearly the student can support his/her inferences and conclusions and categorize them in an appropriate manner.

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The audience evaluates the students' presentations according to how well students gather information and interpret it. The Louisiana Content Standards that this assignment meets are listed below to help the audience members evaluate students' work.

### **Louisiana Content Standards**

- CL-1-D4** Identifying and describing social, geographic, and historical factors that impact cultural practices. (3, 4)
- ELA-5-M3** Locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics. (1, 3, 4)
- ELA-5-M4** Using available technology to produce, revise, and publish a variety of works. (1, 2, 4)
- ELA-5-M5** Citing references using various formats (e.g., end notes, bibliography). (1, 5)
- ELA-6-M3** Classifying various genres according to their unique characteristics. (1, 2, 4, 5)
- CL-1-D7** Identifying social customs related to religion, family life, folklore, and holidays. (1, 2, 4, 5)
- H-1A-E2** Recognizing that people in different times and places view the world differently. (1, 2, 4, 5)