<table>
<thead>
<tr>
<th>Presentation</th>
<th>Presentation</th>
<th>Presentation</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term goals, whiteboarding, and short-term objectives</td>
<td>Term goals, whiteboarding, and short-term objectives</td>
<td>Term goals, whiteboarding, and short-term objectives</td>
<td>Term goals, whiteboarding, and short-term objectives</td>
</tr>
<tr>
<td>Presentation aids are used to enhance understanding and retention of the content.</td>
<td>Presentation aids are used to enhance understanding and retention of the content.</td>
<td>Presentation aids are used to enhance understanding and retention of the content.</td>
<td>Presentation aids are used to enhance understanding and retention of the content.</td>
</tr>
<tr>
<td>During the presentation, the presenter addresses the audience by referring to the content.</td>
<td>During the presentation, the presenter addresses the audience by referring to the content.</td>
<td>During the presentation, the presenter addresses the audience by referring to the content.</td>
<td>During the presentation, the presenter addresses the audience by referring to the content.</td>
</tr>
</tbody>
</table>

**Indicators**

- **Goals**
  - Found through the learning objectives
  - Show the significance of the lesson
  - Present the community
  - Present the vocabulary
  - Present the communities

- **Learning**
  - Growth
  - Learning
  - Achievement
  - Understanding
  - Opportunity
  - Learning outcomes

- **Assessment**
  - Liking
  - Learning
  - Opportunity

**Student Name**

**Panelists Name**

**Presentation**

**Exhibition of Learning**
<table>
<thead>
<tr>
<th>Process</th>
<th>Preparation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation was well prepared and looked professional.</td>
<td>The audience is interested in the presentation.</td>
<td>The presentation is engaging for the audience.</td>
</tr>
<tr>
<td>The presenter's speaking style is clear and well-paced.</td>
<td>The audience is attentive.</td>
<td>The presentation is effective.</td>
</tr>
</tbody>
</table>

**Indicators**

- Life-long Exemplary
- Progressing
- Emergent

**Panel Name**

**Student Name**

**EXHIBITION OF LEARNING**

**Making Community Connections Charter School**
Exhibition Protocol (45 minutes total)

Introduce yourself to the participants.
**Go over the order** of what’s going to happen (below) – stating time limits.
Hand out rubrics and pens.
(3 minutes)

10 - 15 minute exhibition (give 1 minute warning)
(10-15 minutes)

Q & A for panelists (student facilitated)
During Q&A, advisor makes notes of potential ILP goals for next quarter.
(5 -10 minutes)

Everyone individually uses a rubric to assess student (including student).
  o We may come to different assessments, and that’s ok. We value everyone’s perspective and will use the multiple p.o.v. to come to a consensus.
  o Explain the levels of the rubric. A student needs to demonstrate Proficiency. If needed, we use “+”s, not “-”s
  o Explain that it’s easiest to start by reading the Proficient column, and then move up or down as needed, rather than try reading the entire rubric at once.
  o Circle the level description that you **saw evidence of in the exhibition and Q&A session**.
(10 minutes)

Group deliberates, sharing assessment to come to a consensus rating
  o Begin by asking the student how they rated themselves. Ask them to begin with areas (indicators) they felt they did well. Give the parents/guardians a chance to comment*
  o Then ask the student which areas they might need to improve upon. Give the parents/guardians a chance to comment*
  o Assessment is an averaging of the indicators- a student must get an overall rating of “Proficient” for it to get checked off on the phase checklists.
*The point is not to convince people to change their ratings (although that may happen), but rather to share perspectives to the process.
(7 minutes)

Finalize Learning team goals for next quarter
  o Get concrete- list explicit checklist items to accomplish next quarter (not “more math”
  o Be sure to list items the student will continue to accomplish (keep up/improve on EODs, etc)
  o Set behavior goals, if applicable
  o Have behavior contracts on hand to reference. Any goals set for an ILP should be in full compliance with behavior agreements.
(5 minutes)