

PRESENTATION RUBRIC

CATEGORY	SCORING CRITERIA	Total Points	Score
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	Information is presented in a logical sequence.	5	
	Presentation appropriatelynumber of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
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	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

Scoring Guide Presentation

Dannelle D. Stevens, Antonia J. Levi



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Introduction to Rubrics Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment case study Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review 101 Questions & Answers about Standards, Assessment, and Accountability Douglas B. Reeves, 2001 Easy to use reference book with clear answers to today s most frequently asked questions in education today **Scoring Rubrics in the Classroom** Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance *The NAEP Guide*, 1999 *6 + 1 Traits of Writing* Ruth Culham, 2003 Assessing and teaching the most important qualities of good writing has never been easier Ideas Organization Voice Word Choice Sentence Fluency Conventions and Presentation Look at good writing in any genre and you ll find these traits Think of them as the fuel that stokes the engine of writing With this book teachers will learn how to assess student work for these traits and plan instruction And they ll be amazed at how the writing in their classroom improves Includes scoring guides focus lessons and activities for teaching each trait For use with Grades 3 Assessing and teaching the most important qualities of good writing has never been easier The 6 + 1 Traits of Writing model is used throughout the United States and the world It has become a highly respected essential tool for evaluating student writing and planning instruction Its primary author Ruth Culham is unit manager for the assessment program at Northwest Regional Educational Laboratory

NWREL in Portland Oregon As the recognized expert in 6 1 Traits of Writing model she conducts workshops designs institutes writes extensively on the topic Prior to joining NWREL Ruth was a classroom teacher for 19 years Successfully Implementing Problem-Based Learning in Classrooms Thomas Brush,John W. Saye,2017-03-15 Problem based learning PBL represents a widely recommended best practice that facilitates both student engagement with challenging content and students ability to utilize that content in a more flexible manner to support problem solving This edited volume includes research that focuses on examples of successful models and strategies for facilitating preservice and practicing teachers in implementing PBL practices in their current and future classrooms in a variety of K 12 settings and in content areas ranging from the humanities to the STEM disciplines This collection grew out of a special issue of the Interdisciplinary Journal of Problem Based Learning It includes additional research and models of successful PBL implementation in K 12 teacher education and classroom settings **The NAEP Guide** Nada Ballator,1996 *English Teacher's Guide to Performance Tasks and Rubrics* Amy Benjamin,2013-11-12 This book provides step by step procedures student hand outs and samples of student work **An English Teacher's Guide to Performance Tasks & Rubrics** Amy Benjamin,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **Developing Portfolios in Education** Ruth S. Johnson,J. Sabrina Mims-Cox,Adelaide Doyle-Nichols,2006-02 This is an excellent text for all individuals about to or actually engaged in the portfolio development process It guides candidates step by step through the initial decision making process development and presentation stages and it answers questions that newcomers may not even know to ask Kimberly Kinsler Hunter College of the City University of New York The information on creating an electronic portfolio is clear concise and complete Even a novice will be successful Patricia A Parrish Saint Leo University *Developing Portfolios in Education A Guide to Reflection Inquiry and Assessment* is a far reaching and engaging text on portfolio development Within a conceptual and research framework about the usefulness of portfolios this book suggests practical methods to organize the process and provides tools that will be used not only during preparation programs but also for professional and academic advancement Key Features Provides a conceptual framework for portfolio development Readers are given clear descriptions about how portfolios are designed and used and are guided through the process of selecting organizing evaluating and presenting portfolio artifacts An entire chapter is devoted to developing an electronic portfolio Emphasizes institutional processes Careful attention is given to the role of standards in the development of portfolio rubrics and evaluation Offers real life scenarios Real world examples genuinely connect the reader to the portfolio process and make the experience of developing the portfolio more relevant to practice In addition visuals help create a concrete representation of the material for the learner and templates provide hands on tools Accompanied by High Quality Ancillaries Additional resources on the CD that accompanies the text include PowerPoint slides video clips templates sample documents and electronic links for creating a portfolio An icon appears in the pages of the text wherever related or additional material is available on the enclosed CD

Intended Audience This is an excellent supplementary text for virtually any advanced undergraduate or graduate teacher preparation course including Introduction to the Teaching Profession Introduction to Classroom Management Instruction and Assessment Reflection and Evaluation and Field Based Experience It is also a valuable resource for in service teachers administrators and counselors

Designing and Using Performance Tasks Tracey K. Shiel, 2016-09-14 Stretch student thinking with performance based tasks With the continual increase of high stakes assessments also comes the surge of professional development on designing performance based tasks Providing step by step insights this book shows you how to incorporate performance tasks as a tool to teach monitor and extend student learning If you re ready to stretch your students thinking grab a copy of this how to guide to help you Make instructional decisions based on student performance of learning tasks Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation

The Science Teacher's Toolbox Tara C. Dale, Mandi S. White, 2020-04-28 A winning educational formula of engaging lessons and powerful strategies for science teachers in numerous classroom settings The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Science Teacher s Toolbox is a classroom tested resource offering hundreds of accessible student friendly lessons and strategies that can be implemented in a variety of educational settings Concise chapters fully explain the research basis necessary technology Next Generation Science Standards correlation and implementation of each lesson and strategy Favoring a hands on approach this book provides step by step instructions that help teachers to apply their new skills and knowledge in their classrooms immediately Lessons cover topics such as setting up labs conducting experiments using graphs analyzing data writing lab reports incorporating technology assessing student learning teaching all ability students and much more This book enables science teachers to Understand how each strategy works in the classroom and avoid common mistakes Promote culturally responsive classrooms Activate and enhance prior knowledge Bring fresh and engaging activities into the classroom and the science lab Written by respected authors and educators The Science Teacher s Toolbox Hundreds of Practical Ideas to Support Your Students is an invaluable aid for upper elementary middle school and high school science educators as well those in teacher education programs and staff development professionals

Great Performances Larry Lewin, Betty Jean Shoemaker, 2011-06-01 What grade did you give me students often ask teachers as if teachers randomly assign grades Too many students do not understand how their academic performance in the classroom corresponds with various grades Improving students understanding of what their teachers expect them to do how well they should be able to do it and how they should go about accomplishing it is what this book is all about Lewin and Shoemaker

show you how to teach rich integrated thematic units of instruction where students grapple with meaty conceptual ideas and use the processes of reading writing problem solving and investigation The authors share what they ve learned about developing and assessing powerful performance tasks ranging from short and specific to lengthy and substantive Their focus is on the practical the doable You can learn from their successes as well as their mistakes The authors discuss a four step approach for teaching students how to acquire content knowledge labeled Info In and examine four Info Out modes through which students can make their content understanding explicit for evaluation purposes Great Performances is filled with highly motivating examples of student projects as well as effective assessment tools that teachers can adapt for their own classrooms In this new edition you will find updated examples and scoring mechanisms throughout the chapters expanded options for converting performance task scores into required letter grades for reporting to parents and a new chapter on reading assessment to help teachers navigate their way through Response to Intervention This chapter also provides as a helpful review of popular commercially published in class reading assessments Teaching to and assessing with performance tasks result in true understanding the type of understanding students will need in the world where they will be expected to produce Great Performances

InfoWorld ,1991-06-24 InfoWorld is targeted to Senior IT professionals Content is segmented into Channels and Topic Centers InfoWorld also celebrates people companies and projects

Concept-Based Curriculum and Instruction for the Thinking Classroom H. Lynn Erickson,2007 This indispensable guide combines proven curriculum design with teaching methods that encourage students to learn concepts as well as content and skills for deep understanding across all subject areas

Using Assessments to Teach for Understanding Judith Shulman,Andrea Kay Whittaker,Michele Lew,2002 A companion to Facilitator s Guide to Using Assessments to Teach for Understanding this casebook presents the challenges and dilemmas that teachers face with the contemporary climate of high stakes accountability The cases provide an opportunity to collaboratively analyse and reflect on issues

Group Psychotherapy Assessment and Practice Rebecca MacNair-Semands,Martyn Whittingham,2023-06-23 Group Psychotherapy Assessment and Practice is the definitive guide to assessment in group therapy offering the reader a means to understand and implement group therapy screening process and outcome tools Geared to group psychotherapists as well as academics this state of the art text provides the reader with a framework to support and augment clinical judgment as part of routine clinical practice It demonstrates how utilizing measurement based care collaboratively with clients can help maximize therapeutic processes and mechanisms of change This book shows how measures can improve the detection of client worsening and prevent premature dropout two factors that contribute greatly to our duty to client care Leading experts in the field provide examples of new measures that can enhance multicultural training and group leader cultural sensitivity illustrating how awareness of diversity can enhance clinical practice and provide more contextually responsive treatment Examples of cross cultural adaptations of measurement are also included that place group therapy assessment within an international framework This

modern guide provides practical tools such as handouts measures to aid in member selection and methods of tracking progress and outcome to strengthen the group leader s effectiveness

Scoring System Improvements to Three Leadership Predictors ,1998 This project sought to examine and improve the reliability of the scoring systems for three instruments which have been used in previous Army leadership research Review of existing literature and interviews with project staff participating in prior research provided initial information concerning the strengths and weaknesses of the scoring systems for the three instruments This information was used to recommend modifications to the original scoring systems Six individuals were trained to use the modified scoring systems The modified scoring systems were evaluated by rescoring responses randomly selected from the sample which had been scored according to the scoring systems originally developed for the leadership research program Reliability estimates for the three modified scoring systems were consistently strong and showed improvements over those obtained through the original scoring systems Interrater agreement indices were significant for nearly all ratings Validity estimates provided evidence that each modified instrument was moderately to highly correlated with conceptually similar scores generated through the original scoring scheme The report recommends use of the revised rating systems in future research to improve the quality of measurement from the three predictors DTIC

Scoring System Improvements to Three Leadership Predictors Michelle R. Dela Rosa,1998 This project sought to examine and improve the reliability of the scoring systems for three instruments which have been used in previous Army leadership research Review of existing literature and interviews with project staff participating in prior research provided initial information concerning the strengths and weaknesses of the scoring systems for the three instruments This information was used to recommend modifications to the original scoring systems Six individuals were trained to use the modified scoring systems The modified scoring systems were evaluated by rescoring responses randomly selected from the sample which had been scored according to the scoring systems originally developed for the leadership research program Reliability estimates for the three modified scoring systems were consistently strong and showed improvements over those obtained through the original scoring systems Interrater agreement indices were significant for nearly all ratings Validity estimates provided evidence that each modified instrument was moderately to highly correlated with conceptually similar scores generated through the original scoring scheme The report recommends use of the revised rating systems in future research to improve the quality of measurement from the three predictors DTIC

The Work of Mathematics Teacher Educators Kathleen Lynch-Davis,Robin L. Rider,2015-10-01 Originally published in 2005 A major focus of teacher education is the development of preservice teachers However it should not be the only focus of those who work in teacher education Educating inservice teachers in equally important and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators This monograph discusses issues

in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education

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