

ORAL PRESENTATION RUBRIC

	1 Uh oh - not there yet!	2 Getting there!	3 Well done - you've got it!	4 Wow! Simply amazing!	Score
DISPLAY	Display is cluttered and missing required information.	Display is cluttered. Some sentences may be incomplete or unclear.	Display is organized and sentences are complete. Some illustrations or images are included.	Display is thoughtfully organized and creatively decorated with appropriate images and illustrations to a high standard.	
ORGANIZATION	Student presents information out of order. It is unclear for the audience to understand.	Student presents some facts in order.	Student presents all the facts in order, and the audience can understand the material.	Student presents facts in a well- thought-out order and makes the presentation entertaining for the audience to follow and be engaged.	
EYE CONTACT	Student's eyes are directed at the report, and they do not make eye contact with audience members.	Student's eyes connect with audience members 1-2 times throughout presentation.	Student's eyes connect with audience members throughout most of the presentation.	Student maintains eye contact throughout the presentation, using the report as a point of reference.	
VOICE	Voice is mumbled and quiet, sometimes making it less than clear for the audience.	Student tries to project their voice and speak clearly but is quiet at times.	Student projects their voice. They speak clearly, and audience members can hear and understand.	Voice is clear and engaging, using expression confidently. Student uses correct inflection and tone to grab audience's attention.	

 /16 Possible Points.

Rubrics For Oral Report

Donna Tatsuki, Lori Zenuk-Nishide



Rubrics For Oral Report:

Designing and Using Rubrics for Reading and Language Arts, K-6 Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

A Collection of Performance Tasks and Rubrics Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

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

Rubrics Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, Marilyn Wood, 1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use

of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics Rubrics for Assessing Student Achievement in Science Grades K-12 Hays B. Lantz, 2004-02-06 I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance *Assessment Rubrics Decoded* Kelvin Heng Kiat Tan, 2020-03-27 Rubrics offer concrete artefacts of what schools evaluate to be of merit and what educators and schools value to be worth rewarding Assessment Rubrics Decoded offers insights into a myriad of issues that affect and are affected by the construction of merit in students learning and the articulation of underlying educational ideologies in the assessment of student achievement Designed for both students and teachers who should have parity of involvement in developing and using rubrics this book covers the problematic issues of assessment in schools while offering readers practical solutions to navigating the ensuing tensions and dilemmas The notion that rubrics may hinder assessment transparency is also discussed with examples to warn against uncritical use of rubrics that may discipline rather than help learners The perspective of a school leader in providing assessment leadership to rubrics usage across a school is included for extending awareness of rubrics beyond classroom contexts This provides an informed approach for teachers to understand the stakes and complexities involved in judging learning and learners whilst offering concrete options and suggestions to consider This book

will be a valuable resource for classroom teachers school leaders teacher educators and researchers interested in the field of assessment rubrics *Model United Nations Simulations and English as a Lingua Franca* Donna Tatsuki,Lori Zenuk-Nishide,2021-09-22 One of the most important 21st century skills is the ability to negotiate constructive resolutions in the face of conflicts of interest Negotiation is a form of communication that requires more than just language ability It requires being able to listen to and communicate with others within a milieu of diverse language abilities academic professional and cultural backgrounds in an increasingly global society Added to this is the reality that the majority of English spoken globally is English as a Lingua Franca ELF Model United Nations MUN simulations are uniquely positioned to help students develop their language ability and their global competencies as well as being ideal opportunities for participants to experience ELF in an intensely communicative context A common goal in MUN simulations is to prepare students to solve complex problems that are associated with living in a technological competitive and globally connected world This volume provides researchers negotiation practitioners and language teachers with insights and best practices in MUN event and delegate preparation Application of these best practices will significantly enrich the pedagogic environments designed for MUN delegates especially in ELF contexts [A Complete Guide to Rubrics](#) Audrey M. Quinlan,2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included **Rubrics - a tool for feedback and assessment viewed from different perspectives** Ivo de Boer,Femmie de Vegt,Helma Pluk,Mieke Latijnhouwers,2021-11-17 This IAMSE Manual describes how to use rubrics in higher education especially in the highly specialized health sciences education setting The book provides a conceptual framework practices and a series of checklists that lecturers can use to design their own rubrics for a variety of situations and content It highlights varying perspectives from teachers students educational advisors and curriculum managers while providing practical tips for developing and using rubrics The objectives of the manual include guiding health sciences educators in Providing useful actionable and efficient feedback to students on assignments using a structured format i e using rubrics Implementing a learning culture where giving rich feedback is standard practice Using rubrics to increase quality of assessment of assignments validity reliability transparency Incorporating in the instructional setting latest insights in the appropriate use of rubrics in the health sciences education setting *Database Technologies: Concepts, Methodologies, Tools, and Applications* Erickson, John,2009-02-28

This reference expands the field of database technologies through four volumes of in depth advanced research articles from nearly 300 of the world s leading professionals Provided by publisher Authentic Assessment Katherine Luongo-Orlando,2003 Authentic Assessment combines performance tasks that are relevant to students lives with the need for accountability The book explores common mandated language arts expectations and shows teachers how to choose meaningful activities that will guide students toward achieving important learning outcomes This practical approach to task design includes suggestions for planning through evaluating and generating a mark as well as sensible ways to use assessment results to improve instructional practice The book presents a thorough constructive background for authentic assessment of student work clear definitions of terms related to assessment and evaluation a step by step process for developing performance based tasks strategies for relating tasks to goals and expectations numerous activities that can be used as is or adapted for specific needs Designed for the busy teacher the book includes ready to copy and use planning sheets rubrics and student surveys Excellent samples of student work based on performance tasks complement this timely book *The Life Cycle of Everyday Stuff* Mike Reeske, Shirley Watt Ireton, National Science Teachers Association, 2001 In the context of life cycles these units use central science concepts to explore the energy raw materials and waste issues that are the history of any manufactured product As students consider the trade offs made at each step they will learn to recognize the decisions made to balance economic developmental and environmental needs **Assessing and Teaching Reading Comprehension and Pre-writing K-3** K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company *A Collection of Performance Tasks & Rubrics: High School Mathematics* Charlotte Danielson, Elizabeth Marquez, 2014-05-22 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in high school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics **Dynamic roles of anxiety and motivation in second/foreign language acquisition** Meihua Liu, Chin-Hsi Lin, Yining Zhang, 2023-06-07 **Teaching and Learning STEM** Richard M. Felder, Rebecca Brent, 2016-02-22 Rethink traditional teaching methods to improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher centered instruction certain learner centered methods lead to improved learning outcomes greater development of critical high level skills and increased retention in science technology engineering and mathematics STEM disciplines Teaching and Learning STEM presents a trove of practical research based strategies for designing and teaching STEM courses at the university community college and high school levels The book draws on the authors extensive backgrounds and decades of experience in STEM education and faculty development Its engaging and well illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems including student resistance that might occur in the implementation The book will help you Plan and conduct class sessions in which students are actively engaged no matter how large the class

is Make good use of technology in face to face online and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge skills and conceptual understanding the course is designed to teach Help students develop expert problem solving skills and skills in communication creative thinking critical thinking high performance teamwork and self directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don t require revolutionary time intensive changes in your teaching but rather a gradual integration of traditional and new methods The result will be continual improvement in your teaching and your students learning More information about Teaching and Learning STEM can be found at <http://educationdesignsinc.com> book including its preface foreword table of contents first chapter a reading guide and reviews in 10 prominent STEM education journals

Assess and Teach 3-5 Vol 3 K. Michael Hibbard, 2019-01-22 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to students Included in this series are 98 performance tasks 196 assessment lists 18 holistic rubrics 30 analytic rubrics 88 graphic organizers all of which support the development of reading comprehension as defined by the National Assessment of Education Progress NAEP and is in line with the objectives of the No Child Left Behind legislation Over 100 children s books are referenced including those leveled by the Fountas and Pinnell System First published in 2003 Routledge is an imprint of Taylor Francis an informa company

Explicit Instruction Anita L. Archer, Charles A. Hughes, 2011-02-22 Explicit instruction is systematic direct engaging and success oriented and has been shown to promote achievement for all students This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area The authors are leading experts who provide clear guidelines for identifying key concepts skills and routines to teach designing and delivering effective lessons and giving students opportunities to practice and master new material Sample lesson plans lively examples and reproducible checklists and teacher worksheets enhance the utility of the volume Purchasers can also download and print the reproducible materials for repeated use Video clips demonstrating the approach in real classrooms are available at the authors website www.explicitinstruction.org See also related DVDs from Anita Archer *Golden Principles of Explicit Instruction Active Participation Getting Them All Engaged Elementary Level* and *Active Participation Getting Them All Engaged Secondary Level*

A Collection of Performance Tasks & Rubrics: Middle School Mathematics Charlotte Danielson, Elizabeth Marquez, 2014-05-22 Each of these books provides a collection of performance tasks and scoring rubrics for a number of important topics in middle and upper elementary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics

Elementary and Middle School Social Studies Pamela J. Farris, 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies Pamela Farris s popular reasonably priced book aids classroom teachers in inspiring

students to be engaged learners and to build on their prior knowledge The book is comprehensive and easy to understand providing instruction sensitive to the needs of all elementary and middle school learners Creative concepts for teaching diverse learners Strategies for incorporating the C3 Framework to enrich K 8 curriculum Integration of inquiry skills with literacy and language arts skills Multifaceted meaningful activities emphasize problem solving decision making and critical thinking Myriad ideas for incorporating primary sources as well as technology Annotated lists of children s literature at the end of each chapter Multicultural focus throughout the broad coverage of history geography civics and economics NCSS Standards Linked Lesson Plans C3 Framework Plans and Interdisciplinary Thematic Units Social studies explores the variety and complexity of human experience The book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society

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