

# PowerPoint Rubric

Task: \_\_\_\_\_ Name: \_\_\_\_\_

	5	4	3	2	1
<b>Content</b>	Content is clear, accurate, presented in a logical order and shows a thorough understanding of the topic.	Most content is clear, accurate, presented in a logical order and shows a good understanding of the topic.	Some content is clear, accurate and/or presented in a logical order and shows some understanding of the topic.	Content is not clear, accurate and/or presented in a logical order but shows some understanding of the topic.	Content lacks purpose and does not show an understanding of the topic.
<b>Presentation of text</b>	Text is well presented with an appropriate amount of text on each slide.	Most text is well presented with an appropriate amount of text on each slide most of the time.	Some text is well presented with an appropriate amount of text on each slide some of the time.	Very little text is well presented with too much or too little text on most slides.	Text is not well presented with too much or too little text on each slide.
<b>Multimedia and design</b>	Images support the text and are well presented, with good sound and transitions.	Most images support the text and are well presented, with good sound and transitions.	Some images support the text and/or are well presented, with good sound and transitions.	Very few images support the text and/or are not well presented, with poor sound and transitions.	Images do not support the text and/or are not well presented.
<b>Language</b>	Spelling and grammar are accurate with no errors.	Most spelling and grammar are accurate with few or no errors.	Some spelling and grammar are accurate with few or no errors.	High number of spelling and grammar errors.	Very high number of spelling and grammar errors.
<b>Time Management</b>	All requirements were achieved or exceeded.	Most requirements were achieved.	Some requirements were achieved.	Few requirements were achieved.	Very few requirements were achieved.

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Comments: \_\_\_\_\_  
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# Powerpoint Rubric For Middle School

**Sheryn Spencer-Waterman**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

## **Powerpoint Rubric For Middle School:**

**From Standards to Rubrics in Six Steps** Kay Burke, 2006-04-12 a focused approach to increased student achievement It s a phenomenal resource Eileen Depka Author The Data Guidebook for Teachers and Leaders For teachers and administrators this is just what the doctor ordered This process will engage teachers in assessment just as it helps them engage students in their own learning This book should be in the hands of every teacher Ron Nash Organizational Development Specialist Virginia Beach Public Schools VA The book gives great references to the latest in research and ties this information together in a wonderful step by step format Kay Burke hits a grand slam Richie Wood Professor Trevecca Nazarene University Use proven practical tools to successfully translate standards to rubrics Internationally recognized assessment expert Kay Burke offers a practical comprehensive six step walk through of how to create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards and the No Child Left Behind Act Individual chapters drill deep into the how to of translating standards into essential learning Burke demonstrates how to build a performance task unit as the ideal curriculum framework for clustering standards and differentiating instruction within a single cohesive unit of study She shows how to share checklists and rubrics with students for ongoing formative and self assessment Teachers and administrators will find everything they need including Templates for all six steps along with an accompanying CD ROM Tools and tips to help teachers build their own tasks checklists and rubrics Theory examples applications and explanations to help apply the six step process Guidance for differentiating for special needs within standards linked tasks Sample tasks rubrics and units From Standards to Rubrics in 6 Steps provides the path and tools for flow through from standards to rubrics to high student achievement *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      **Differentiating Assessment in Middle and High School English and Social Studies** Sheryn Spencer-Waterman, 2013-09-27 This book by Sheryn Spencer Waterman follows the bestselling Handbook on Differentiated Instruction for Middle and High Schools With numerous examples and strategies it is an all inclusive manual on assessing student readiness interests learning and thinking styles It includes examples of Pre Formative and Summative assessments Informal and formal assessments Oral and written assessments Project and performance assessments Highly structured and enrichment assessments for struggling to gifted students Assessment tools and rubrics      **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      **PowerPoint for Teachers** Ellen Finkelstein, Pavel Samsonov, 2007-10-12 This was written for teachers who want to use PowerPoint in the classroom to enhance your presentations teach your students how to use the application and create interactive educational projects

Instructional Strategies for Middle and High School Bruce E. Larson, Timothy A. Keiper, 2013 Instructional Strategies for Middle and High School is an accessible practical and engaging methods textbook that introduces pre service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom Classrooms are comprised of diverse learners and aspiring teachers will face complex decisions about the assessment of student learning and classroom management Veteran teacher educators Bruce Larson and Timothy Keiper offer practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy Instructional Strategies for Middle and High School equips pre service teachers with the methodological tools to promote understanding conceptual awareness and learning for every child in the classroom Features and updates to this new edition include Clear step by step descriptions and illustrative in class videos of seven instructional techniques and that pre service teachers can realistically implement within the classroom setting Increased coverage on teaching English language learners including a Making Your Lesson More Meaningful for ELLs feature now included in every instructional strategy chapter Enhancing Your Teaching With Technology feature included in every instructional strategy chapter Fresh interior design to better highlight

pedagogical elements and key features all to better engage students Fully revamped and comprehensive companion website with both student and instructor materials that stress real world application of strategies classroom assessment and management

**Assessing Middle and High School Mathematics & Science** Sheryn Spencer-Waterman, 2013-08-16 For middle and high school teachers of mathematics and science this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities

*Assessing Middle and High School Social Studies & English* Sheryn Spencer-Waterman, 2013-10-02 For middle and high school teachers teachers of social studies and English this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities

Instructional Strategies for Middle and High School Social Studies Bruce E. Larson, 2016-08-10 Instructional Strategies for Middle and High School Social Studies Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies Writing explicitly for pre service social studies teachers veteran teacher educator Bruce E Larson offers detailed descriptions of a range of instructional strategies along with guidelines for deciding how and when to use each Part I offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the classroom Part II delivers a range of comprehensive strategies for providing instruction that is appropriate for particular lessons student abilities and classroom environments The practical strategies in Part II build upon the learning theories described in Part I positioning Instructional Strategies for Middle and High School Social Studies to be the go to all inclusive teacher s guide to the social studies classroom New to this Edition A list of goals before each chapter presents an overview of the chapter s content focus and provides an outline for the chapter review Extensively revised Part I chapters 1 4 provides an updated review of national standards developed for teaching history geography civics and economics In depth applications of the Common Core State Standards for the social studies are also explored New Reality Check feature provides directions for integrating field based experiences into the chapters and

contextualizes the ideas in the book for a classroom setting Each chapter in Part II chapters 5 11 has been expanded to include a section labeled Enhancing Student Learning with Technology offering websites links and other resources for integrating recent technologies into the classroom Chapters 5 11 include a new Making Your Lesson More Meaningful for ELLs feature which provides ideas based on current research and theories about learning language for engaging ELLs specific for each instructional strategy Expanded discussion of the Understanding by Design model equips teachers to design learning experiences that promote student understanding by intentionally designing what happens in the classroom and developing authentic formative assessments of student learning

*The Data Guidebook for Teachers and Leaders* Eileen Depka, 2006-02-13 This book offers practical methods templates and rubrics for collecting and analyzing data and includes innovative ideas for building trust including students in the process and working together

**Enhancing Student Learning in Middle School** Martha Casas, 2010-09-13 A comprehensive introduction to middle school teaching this textbook focuses explicitly on instructional strategies that encourage adolescents to become active participants in their own learning within a world of accountability and standardized testing The author an experienced middle school teacher and teacher educator takes a constructivist approach to teaching that considers the whole child including the emotional psychological social and cultural variables uniquely associated with adolescence The text examines the full range of middle school topics from the development and diversity of middle school learners to the structures curriculum and management of the classroom itself Special features include Empowering Middle School Students to Take Ownership of their Learning Teaching Scenario Key Points and Creating an Anti Oppressive Atmosphere in Your Classroom textboxes help teachers gain a clearer understanding of content presented and encourage them to become reflective practitioners Callouts throughout explicitly link chapter content to NMSA standards Discussion of the unique challenges of actively engaging bilingual students special needs students and students exhibiting antisocial behavior Accounts about middle school students illustrate the ways adolescents think about school and learning A chapter that focuses on ways teachers can apply the general teaching strategies to specific subject areas Sample Lesson Plans Focus Questions Chapter Summaries Journal Entries and Student Activities Assignments are included throughout to encourage readers to actively participate with the text

**The Big6 Curriculum** Michael B. Eisenberg, Janet Murray, Colet Bartow, 2016-05-26 This practical hands on book explains how to ensure that your students are information and communication technology literate that is competent with a range of tools technologies and techniques for seeking out and applying information The importance of teaching information and communication technology ICT literacy is clear without it students will be ill equipped to find and use information in all its forms as well as produce and present information in all forms Unfortunately most ICT literacy educational programs are irregular incomplete or arbitrary Classroom teachers teacher librarians and technology teachers need a complete ICT program one with clearly defined goals and objectives planned and coordinated instruction regular and objective assessment

of learning and formal reporting of results This book explains how to integrate the objectives of ICT literacy into your school's established curricular structure The book explains the rationale for having a comprehensive ICT program describes how to develop a Big6 by the Month program and defines the challenges in the areas of information seeking strategies location and access use of information synthesis and evaluation It also includes templates for grade level objectives a scenario plan program plan lesson plan and unit plan summary evidence and criteria performance descriptors a presentation readiness checklist and Big6 by the Month checklists for instructional leaders teachers and teacher librarians *The Great Gatsby (Study Guide)* LessonCaps,2012-08-13 Following Common Core Standards this lesson plan for F Scott Fitzgerald's *The Great Gatsby* is the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources This book also includes a study guide to the book which includes chapter summaries overview of characters plot summary and overview of themes Both the study guide and the lesson plan may be purchased individually buy as a combo however and save **Assessment in Science** Maureen McMahon,2006 If you want to learn about the latest research on assessment techniques that really work the ideal sourcebook is right here in your hands *Assessment in Science* is a collection of up to date reports by authors who are practicing K-16 classroom teachers and university based educators and researchers *The Use of Data in School Counseling* Trish Hatch,2013-11-11 Reach ALL students and prove how critical your counseling program is For school counselors using data effectively doesn't have to be a burden Data can make the difference for today's embattled school counseling programs and this insightful book shows how to collect and manage it School counseling scholar and advocate Dr Trish Hatch describes how K-12 counselors can replace random acts of guidance with intentional well timed interventions based on student data Aligned with current research and the American School Counselor Association ASCA standards this essential resource includes a complete set of tools and templates for data collection action planning and reporting Readers will learn how to Develop a robust counseling curriculum that supports the Common Core Standards and drop out prevention Measure progress through pre and post assessments Deliver compelling reports that demonstrate your program's impact This well timed book is designed to help school counseling programs make the most of limited resources and measurably demonstrate how their work improves school performance Trish Hatch provides extensive examples of how school counselors can enhance student achievement and well being through the use of data Not only does she provide useful examples and a framework from which counselors can explore data she helps counselors understand some of the very common barriers to change within school systems Jennifer Betters Bubon Assistant Professor UW Whitewater WI As practicing school counselors we rarely find a text that tells us what to do why we should do it and how to do it Priceless Franciene Sabens School Counselor Chester High School IL Looking for more resources on data in school counseling Check out the online course Data Data Data **Building Content Literacy** Roberta

L. Sejnost, Sharon M. Thiese, 2010-02-26 Secondary teachers will find that this superb resource informs the teaching and learning of their students and provides many research based strategies to enhance reading comprehension and written language in every area Johnneen Griffin Director of Secondary Pupil Services Olentangy Local Schools Lewis Center OH Sejnost and Thiese address the national literacy crisis with a practical guidebook that meets the needs of adolescent learners by focusing on the literacy skills needed for the 21st century The strategies engage learners and create independence in content area reading Rusti Russow Director of Teaching and Learning Kankakee School District IL Increase adolescent learners success in all content areas Responding to the challenges associated with teaching middle and high school students this resource offers specific strategies teachers may use to incorporate reading writing and critical thinking throughout content instruction to increase learning With step by step instructions a wealth of examples and numerous student reproducibles the book presents an approach that secondary teachers can implement across all content areas Roberta L Sejnost and Sharon M Thiese focus on research based practices that increase comprehension and learning while meeting standards including Techniques that foster the acquisition and retention of specialized and technical content vocabulary Processes to help students better comprehend narrative and expository texts Approaches to help students use writing and speaking to process their new knowledge and make it their own Techniques for promoting the literacies needed to effectively use various media sources Methods for scaffolding instruction for students with special needs Building Content Literacy is an ideal resource for delivering developmentally appropriate learning experiences and strengthening adolescent s academic achievement in every content area

**Universal Design for Learning in the Classroom** Tracey E. Hall, Anne Meyer, David H. Rose, 2012-07-31 Clearly written and well organized this book shows how to apply the principles of universal design for learning UDL across all subject areas and grade levels The editors and contributors describe practical ways to develop classroom goals assessments materials and methods that use UDL to meet the needs of all learners Specific teaching ideas are presented for reading writing science mathematics history and the arts including detailed examples and troubleshooting tips Particular attention is given to how UDL can inform effective innovative uses of technology in the inclusive classroom Subject Areas Keywords assessments classrooms content areas curriculum design digital media educational technology elementary inclusion instruction learning disabilities literacy schools secondary special education supports teaching methods UDL universal design Audience General and special educators in grades K 8 literacy specialists school psychologists administrators teacher educators and graduate students

**The Secrets for Motivating, Educating, and Lifting the Spirit of African American Males** Ernest H. Johnson, 2011-11-21 Unlike the media would have you believe most black males find great value in education They want to believe that they have a special gift and that they can make a difference in the world The problem is that they have ill feelings about how society has deprived them of the most qualified teachers and the best ways to be engaged in their own education As a consequence of repeatedly being marginalized criticized and put



down by society and teachers they do not feel motivated to attend school or to produce outstanding academic work The Secrets for Motivating Educating and Lifting the Spirit of African American Males contains essays that center on how to help educators and parents to equip young black males with the drive necessary to craft fulfilling lives for themselves so they dont slip through the cracks in the educational system Historically we are still dealing with what happens to the image of Black people in the minds of white people A book like this helps to make certain that the information teachers provide to all students regardless of their race will help them understand that the history of this country has made generation after generation of black students see themselves as academically and socially inferior to white people Most importantly its the teachers not just black teachers but all teachers who have to understand the power they have to change the mindset of society Changing how society thinks about Black people particularly Black males is a task teachers can truly accomplish because they have the power to create lesson plans that challenge how students think about each other For such lessons are important for changing the attitudes and beliefs of the entire community in which we live REVEREND C T VIVIAN A Pioneer of the Civil Rights Movement Author Educator and a Close Friend of Reverend Dr Martin Luther King Jr This book provides a fresh perspective for understanding the problems associated with the education of Black males As a minister I have not encountered a project that gathers the collective wisdom of a group of over 20 Black male educators who are dedicated to helping the world save young Black males When all their ideas come together they are bound to create a storm of new thinking about how all of us can work together As a spiritual leader my role is to help young Black males understand that the same God that was in Dr King is the same God that is in them This is a difficult lesson for some Black males who have been brainwashed to see themselves as having no say about the outcome of their lives This book will help us including those in the ministry to reevaluate the thinking patterns of our boys so that we can better prepare them for the critical thinking that is required for life in the 21st century REVEREND ROBERT KILGORE Assistant Pastor at Hillside International Truth Center Atlanta GA

Extreme Curriculum Makeover Gabriel F. Rshaid, 2016-11-02 At a time where the tipping point for education seems to be a perpetually delayed expectation despite widespread consensus and shared awareness to reform school practice for a completely new paradigm change can actually be initiated in the real life school setting by means of strategic curriculum interventions that target exposing students directly to the principles of the school of the future Extreme Curriculum Makeover A Hands On Guide for a Learner Centered Pedagogy explores how to develop a learner centered pedagogy through specific strategies that can be implemented in any classroom at any grade level and that can transform the traditional learning environment into one where the students themselves acquire the tools the skills and more importantly the motivation to become lifelong learners

**Strategies to Enhance Literacy and Learning in Middle School Content Area Classrooms** Judith L. Irvin, Douglas R. Buehl, Barbara J. Radcliffe, 2007 This is the only book on the market that focuses specifically on content area reading for the middle grades The third edition of this unique resource has been thoroughly

updated to include the most current research in the field of Middle School Literacy Unlike most texts that ignore the middle school reader this book addresses the issues that affect middle school students and teachers and their experiences with literacy instruction Readable and teacher friendly Reading and the Middle School Student provides not only a strong research base but also practical teaching strategies for teachers in all of the content areas This book is designed to be a companion book to Rycik and Irvin Teaching Reading in the Middle Grades which focuses on reading in English Language arts classes This book focuses on content area reading instruction Take a Glimpse Inside the Third Edition A wealth of current student examples of strategies for middle grade students for instant use in the classroom New issues and trends facing adolescent literacy including policy and position statements and federal action New ELL emphasis in every chapter outlining specific strategies that can be used by middle school teachers with their English language learners Unique focus on classroom implementation of literacy integrated with content area instruction About Your Authors Judith L Irvin is currently a Professor at Florida State University and serves as the Executive Director of the National Literacy Project She has written and edited numerous books chapters and articles on adolescent literacy Douglas R Buehl is a reading specialist at Madison East High School and District Adolescent Literacy Support Teacher Madison Wisconsin He is Past President of the IRA Secondary Reading Interest Group and has published numerous articles on adolescent literacy Barbara J Radcliffe is an eighth grade reading language arts teacher at Fairview Middle School in Tallahassee Florida Barbara also teaches Teaching English in the Middle School and Teaching Reading in Secondary English at Florida State University

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