

# Oral Presentation Rubric : Mystery Patient Prezi

Teacher Name: *Ms. Stamer*

Student Name: \_\_\_\_\_

CATEGORY	EXEMPLARY 4	ACCOMPLISHED 3	DEVELOPING 2	BEGINNING 1
PREPAREDNESS	Student is completely prepared and has obviously rehearsed.	Student is pretty prepared but may have needed a couple more rehearsals.	Student is somewhat prepared, but there has been a clear lack of rehearsal.	Student is not at all prepared to present.
VOLUME	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is often too soft to be heard by all audience members.
COLLABORATION WITH PEERS	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
USES COMPLETE SENTENCES	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
STAYS ON TOPIC	Stays on topic all (99-100%) of the time.	Stays on topic most (80-98%) of the time.	Stays on topic some (70%-80%) of the time.	It was hard to tell what the topic was.
POSTURE AND EYE CONTACT	Stands up straight, looks relaxed, and is confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact during the presentation.	Slouches and/or does not look at people during the presentation.

<p style="text-align: center;"><b>SPEAKS CLEARLY</b></p>	<p>Speaks clearly and distinctly all (100-95%) the time, and does not mispronounce any words.</p>	<p>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</p>	<p>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</p>	<p>Often mumbles or cannot be understood OR mispronounces more than one word.</p>
<p style="text-align: center;"><b>CONTENT</b></p>	<p>Shows a full understanding of the topic.</p>	<p>Shows a good understanding of the topic.</p>	<p>Shows a good understanding of parts of the topic.</p>	<p>Does not show a good understanding of the topic.</p>

# Prezi Appearance and Content Rubric : Mystery Patient Prezi

Teacher Name: Ms. Stamer

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>EXEMPLARY 4</b>	<b>ACCOMPLISHED 3</b>	<b>DEVELOPING 2</b>	<b>BEGINNING 1</b>
<b>BACKGROUND</b>	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background detracts from text or competes with other graphics on the page.
<b>SPELLING AND GRAMMAR</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>USE OF GRAPHICS</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>SEQUENCING OF INFORMATION</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is organized. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
<b>CONTENT -ACCURACY</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	Content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.

# Research Report Rubric : Human Body Specialty Charts

Teacher Name: *Ms. Stamer*

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>EXEMPLARY 4</b>	<b>ACCOMPLISHED 3</b>	<b>DEVELOPING 2</b>	<b>BEGINNING 1</b>
<b>NOTES</b>	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
<b>QUALITY OF INFORMATION</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information relates little or not at all to the main topic.
<b>INTERNET USE</b>	Successfully able to use suggested internet links to find information, and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
<b>DIAGRAMS &amp; ILLUSTRATIONS</b>	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not neat, accurate OR do not add to the reader's understanding of the topic.

# Collaborative Work Skills Rubric : Mystery Patient Participation

Teacher Name: Ms. Stamer

Student Name: \_\_\_\_\_

CATEGORY	EXEMPLARY 4	ACCOMPLISHED 3	DEVELOPING 2	BEGINNING 1
CONTRIBUTIONS	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
ATTITUDE	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
FOCUS ON THE TASK	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done; Lets others do the work.
PREPAREDNESS	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.

<p style="text-align: center;"><b>WORKING WITH OTHERS</b></p>	<p>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</p>	<p>Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.</p>	<p>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</p>	<p>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</p>
<p style="text-align: center;"><b>MONITORS GROUP EFFECTIVENESS</b></p>	<p>Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.</p>	<p>Routinely monitors the effectiveness of the group and works to make the group more effective.</p>	<p>Occasionally monitors the effectiveness of the group and works to make the group more effective.</p>	<p>Rarely monitors the effectiveness of the group and does not work to make it more effective.</p>