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What is rubric grading. How to use a rubric for grading. Rubric grading examples. What makes a good grading rubric.

A rubric is a tool that shows the expectations and criteria for an assignment or a piece of work. It breaks down the work into parts and describes the qualities of each part at different levels of achievement. Rubrics can apply to various assignments: essays, presentations, performances, group work, etc. Rubrics can serve as grading guides, feedback tools, or both. Benefits of Using Rubrics Rubrics have several benefits for both instructors and students. Grading with a rubric helps keep the instructor's standards consistent and clear. Grading can be inconsistent over time due to tiredness, changing expectations, or other factors. Rubrics can also save time by reducing doubt and letting instructors refer to the rubric description for each score instead of writing long comments. Moreover, rubrics are useful in large courses with multiple graders (other instructors, assistants, etc.) because they can promote uniformity and fairness among graders. Used more for learning, rubrics can help instructors see the strengths and weaknesses of their class. By keeping track of the scores for each part and counting the number of students who score below a certain level, instructors can find out which skills or topics need more attention and practice. Rubrics are also helpful for students. A rubric can help instructors tell students the specific requirements and expectations of an assignment. When students get the rubric with the assignment description, they can check and improve their work as they aim for the stated goals. When students get their work back with the rubric, they can easily identify the areas where they did well or need to improve. A grading rubric for PowerPoint presentations can help you evaluate the quality and effectiveness of your students' work.

A rubric is a set of standards and criteria that you use to assess different aspects of a presentation, such as content, design, delivery, and audience engagement. Here are some tips on how to use a presentation grading rubric effectively: 1. Define the Criteria Before you create a rubric, you need to decide what you want to measure and how you will measure it. Think about the learning objectives of the presentation and the skills you want your students to demonstrate. You can use categories such as introduction, body, conclusion, visual aids, voice, eye contact, and questions. For each category, you need to define the levels of performance and assign points or grades to them. For example, you can use a scale of 1 to 4, where 1 is poor and 4 is excellent. 2. Review and Revise the Rubric Once you have a draft of your rubric, you should test it on some sample presentations and see if it works well. You can ask for feedback from your colleagues or students and make sure the rubric is clear, consistent, and fair. You should also check if the rubric aligns with the assignment instructions and avoids any confusion or ambiguity. You may need to make some changes to your rubric to avoid 3. Discuss the Rubric with Your Students A rubric is not a secret tool that you use to grade your students. It is a communication tool that you use to guide your students and help them improve their presentations. You should share your rubric with your students before they start working on their presentations and explain the expectations and standards. You can also show them some examples of good and bad presentations and how you would grade them using the rubric. This will help your students understand the rubric and use it to prepare their presentations. 4. Apply the Rubric Consistently A rubric can help you grade your students objectively and fairly. When you use a rubric, you should follow the same criteria and standards for all your students and all their presentations. You should also keep track of the scores and feedback you give to your students and compare them over time. This will help you see the progress and improvement of your students and the effectiveness of your feedback. 5. Share Your Feedback with Your Students A rubric is not only a grading tool, but also a feedback tool. You should share your rubric and your comments with your students as soon as possible after their presentations. This will help your students learn from their strengths and weaknesses and apply your feedback to their future presentations. If you use an electronic system, you can easily share your rubric and feedback with your students online.

Student Teaching Portfolio Rubric		Dimension				Date
Teaching Standard Planning for Diverse Learners	Portfolio Evidence	Portfolio Evidence Exceeds Expectations	Portfolio Evidence Meets Expectations	Portfolio Evidence Approaches Expectations	Portfolio Evidence Does Not Meet Expectations	
Portfolio evidence shows that an experienced teacher, without formal instructional plans, high expectations, relevant assignments and an assigned to meet the needs of diverse learners.	Portfolio evidence includes: lesson plans, differentiated instruction, assessment, communication, reflection and evidence of a variety of student work, journal entries, etc.	The portfolio provides compelling and ample evidence of meeting the standard.	The portfolio indicates that the student teacher has an understanding of the complex learning needs of his/her students and is capable of planning effective lessons.	The portfolio may show scattered evidence of meeting the standard. It is questionable that the student teacher is using the standard effective plans.	Portfolio evidence is spotty and does not provide the evidence that the standard has been met.	
The student teacher reflects thoughtfully about the planning and decision-making process and is able to explain his/her portfolio with evidence from the portfolio.	The student teacher clearly and fully explains his/her planning and decision-making process. Simple, relevant, and well-organized evidence is used to support his/her ability to plan for diverse learners. Evidence is clearly labeled and the main points are clearly articulated with clarity and insight.	The student teacher clearly explains his/her planning and decision-making process. Substantive, relevant evidence is provided to support his/her ability to plan for diverse learners. Evidence is clearly labeled and the main points are clearly articulated.	The student teacher attempts to explain his/her planning and decision-making process. Evidence provided to support his/her ability to plan for diverse learners may be limited or incomplete. Evidence is spotty but still provides a basic description of what the evidence shows.	The student teacher struggles to explain his/her planning and decision-making process. Evidence may be missing or irrelevant. Evidence may be missing or irrelevant. Evidence may be missing or irrelevant.	The student teacher struggles to explain his/her planning and decision-making process. Evidence may be missing or irrelevant. Evidence may be missing or irrelevant. Evidence may be missing or irrelevant.	

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CATEGORY	3	2	1	0
Preparedness	Group is completely prepared and has clearly rehearsed.	Group is mostly prepared but needed more rehearsals.	Group is somewhat prepared, but it is clear rehearsal was lacking.	Group is not prepared to present.
Speaks Clearly	Speaks clearly and distinctly 100-95% of the time, and mispronounces no words.	Speaks clearly and distinctly 100-85% of the time, but mispronounces one word.	Speaks clearly and distinctly most 84-85% of the time. Mispronounces more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
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 often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and 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.	Slouches and/or does not look at people during the presentation.
Content	The forecast indicates the precipitation, temperature for at least four days.	The forecast indicates the precipitation, temperature for four days.	The forecast indicates the precipitation, temperature for three days.	The information provided in the forecast is too general to be of any use to forecasters.
Climate History	Relates satellite images displayed to the climate of the country. Adds trends of previous seasonal variation and compares current to yearly averages.	Relates satellite images displayed to the climate of the country. Discusses yearly averages.	Relates satellite images displayed to the climate of the country.	Makes little or no mention of the climate of the country.
Geography	The forecast is specific and supported with a large, clear and well-illustrated map indicating lines of latitude and longitude.	The forecast is specific and supported with a large, clear and well-illustrated map.	The forecast is specific. Map which may be provided is not useful - small, badly illustrated, hard to read or incomplete.	The forecast is provided. No map is provided.
Text Elements	The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances.	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations or text.	The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, and subheadings.

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Grading Rubric for a PowerPoint Project

	5	4	3	2	1
Content	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting.	Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.	Presentation has no flow. No tools used. Insufficient number of slides.
Slide Transitions	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.
Pictures, Clip Art & Background	Images are appropriate. Layout of images is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.
Technology Connection	Comprehensive use of technology is apparent.	General understanding of technology.	Acceptable understanding of technology.	Little understanding of technology.	No understanding of technology.

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<http://portfolio.educ.kent.edu/deanpeltola/20Rubric.htm>

The following is the rubric used to grade the PowerPoint presentations. The total presentation is worth 50 points.

	10	7	5	3
Design Template	Background does not detract from graphics. Choice of graphics is consistent from card to card and is appropriate for the topic.	Background does not detract from graphics. Choice of graphics is consistent from card to card.	Background does not detract from graphics. Choice of graphics is consistent from card to card.	Background does not detract from graphics. Choice of graphics is consistent from card to card.
Responsibility of Information	Information is presented 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 in a logical way. One card or item of information seems out of place.	There is no clear organization of information.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings or grammatical errors but no misspellings.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical errors and/or misspellings.
Text Font Choice & Formatting	Font format (e.g., color, bold, underline) has been carefully planned to enhance readability and content.	Font format has been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.

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Grading Rubric

Question #	0 Not Enough Data	1 Emerging	2 Basic	3 Proficient	4 Advanced
1	Blank/ Not related.	Identifies the collection of symbols using correct basic terminology. Identifies the reaction.	Identifies the collection of symbols using correct basic terminology. Identifies the reaction and/or specific type.	Identifies the reaction and type. Is able to discuss the amounts or phases of the different chemicals.	Identifies the reaction and type. Is able to discuss the ratio between particles and/or what is occurring in terms of phases or number of particles.
2	Blank/ Not related.	Identifies how many there are but does not use specific terminology.	Identifies the number of particles and uses the correct terminology or symbols.	Discusses and explains the formation of a neutral compound.	Discusses the movement of electrons, using (electrostatic force) or the sharing of or the achieve a stable molecule) to form a neutral compound.
3	Blank/ Not related.	Identifies how many there are but does not use specific terminology.	Identifies the number of items using specific terminology and discusses the need for the number.	Discusses the number of atoms, ions, molecules, or formula units, which must be on each side of the reaction.	Discusses the meaning of a balanced equation and relates the need for the number of particles to be conserved or states the idea of the related law.
4	Blank/ Not related.	Uses the correct symbols and the correct ratio is illustrated.	Uses the correct symbols and the correct ratio is illustrated.	Uses the correct symbols in terms of ratio and phase in one box.	Uses the correct symbols in all of the containers. Considers and correctly illustrates the subscripts, coefficients, and phase.

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This will help your students understand the rubric and use it to prepare their presentations, 4. Apply the Rubric Consistently A rubric can help you grade your students objectively and fairly. When you use a rubric, you should follow the same criteria and standards for all your students and all their presentations. You should also keep track of the scores and feedback you give to your students and compare them over time. This will help you see the progress and improvement of your students and the effectiveness of your feedback. 5. Share Your Feedback with Your Students A rubric is not only a grading tool, but also a feedback tool. You should share your rubric and your comments with your students as soon as possible after their presentations. This will help your students learn from their strengths and weaknesses and apply your feedback to their future presentations.

If you use an electronic system, you can easily share your rubric and feedback with your students online. If you use paper, you can give them a copy of your rubric and feedback in person or by email. You can also use GoReact, a video platform for skill development, to capture, grade, and critique your students' presentations. GoReact lets you create and use rubrics for any kind of presentation and give real-time feedback to your students. You can record your students' presentations with a webcam or smartphone and use the rubric to grade them. You and your students can also give feedback during the presentation. GoReact can help you and your students improve your presentation skills with this simple tool. A grading rubric can help you evaluate your students' work effectively. You should use a rubric that suits your assignment, explain the criteria to your students, apply the same standards to all students, adjust the rubric as needed, and give prompt feedback. These five steps can help you and your students benefit from using rubrics. Home > Resources > Group presentation rubric This is an example of a rubric for a group presentation assignment. You need to modify it to match your specific assignment. Students can use the rubric as a guide before they submit their work. Download this file Loading... Download this file [63.74 KB] Back to Resources Page Page I hope this helps you with your task. ©