

PowerPoint Rubric

Task: _____ Name: _____

	5	4	3	2	1
Content	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.
Presentation of text	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.
Multimedia and design	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.
Language	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.
Time Management	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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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 **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 CurriculumChester 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 *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

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 convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

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

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

National Educational Technology Standards for Teachers International Society for Technology in Education, 2002 Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P 12 education

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

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

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 *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 *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

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

Differentiating Assessment in Middle and High School Mathematics and Science Sheryn Spencer-Waterman,2013-09-05 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

Driven by Data Paul Bambrick-Santoyo,2010-04-12 Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels Includes

assessment forms an index and a DVD

Using Formative Assessment to Differentiate Middle School Literacy

Instruction Leslie Laud, Pooja Patel, 2012-11-28 We all recognize the countless benefits of differentiated instruction. The challenge is in its implementation. Faced with a classroom of 25 students each with very different needs, how can we possibly keep every student on track and motivated? Through formative assessment and efficient follow-up instruction, this start-to-finish guide will show you how through seven classroom-tested practices for maximizing student learning. Experts on this subject, Leslie Laud and Pooja Patel demonstrate how to establish new classroom norms, involve students in the use of assessment data and feedback to inform their next steps, clarify end-of-unit criteria to help map learning progression, apply assessment data to group students for tiered activities, differentiate assignments based on student readiness characteristics and interest. Best of all, *Using Formative Assessment to Differentiate Middle School Literacy* is packed with vignettes, sample worksheets, and charts to assist you through each step in the process. Armed with this tool kit, you'll quickly discover new ways to keep all students engaged in their learning. Book jacket *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. **Full STEAM Ahead** Cherie P. Pandora, Kathy

Fredrick, 2017-10-03 This book is a toolkit for youth and young adult librarians, school and public, who wish to incorporate science, technology, engineering, art, and math (STEAM) into their programs and collections but aren't sure where to begin. Most educators are well-aware of the reasons for emphasizing STEAM topics that fall within the broad headings of science, technology, engineering, arts, and mathematics in the curriculum, regardless of grade level. But how do librarians who work with tweens in middle school, high school, and public libraries fit into the picture and play their roles to underscore their relevance in making STEAM initiatives successful? This book answers those key questions, providing program guidelines and

resources for each of the STEAM areas Readers will learn how to collaborate in STEAM efforts by providing information on resources activities standards conferences museums programs and professional organizations Emphasis is placed on encouraging girls and minorities to take part in and get excited about STEAM In addition the book examines how makerspaces can enhance this initiative how to connect your programs to educational standards where to find funding how to effectively promote your resources and programs including how school and public librarians can collaborate to maximize their efforts how to find and provide professional development and how to evaluate your program to make further improvements and boost effectiveness Whether you are on the cusp of launching a STEAM initiative or looking for ways to grow and enhance your program this book will be an invaluable resource *Changing Tomorrow 2* Joyce

VanTassel-Baska,Linda Avery,2021-09-03 A well rounded curriculum needs to address the more formalized development of leadership abilities that will ensure that young people acquire the knowledge and skills essential to assuming leadership roles *Changing Tomorrow 2 Leadership Curriculum for High Ability Students* offers instructional activities for high ability middle school students based on the Common Core State Standards that emphasize critical and creative thinking skills and gives gifted students an opportunity to apply these skills in an integrative and substantive way This book includes 11 lessons that address leadership skill development and assignments that require students to research and compile biographical information on seven influential men and women drawn from multiple disciplines and diverse backgrounds Instructional questions pre and postassessments and appropriate rubrics are also included Grades 6 8 **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

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Unveiling the Magic of Words: A Report on "**Powerpoint Presentation Rubric Middle School**"

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Table of Contents Powerpoint Presentation Rubric Middle School

1. Understanding the eBook Powerpoint Presentation Rubric Middle School
 - The Rise of Digital Reading Powerpoint Presentation Rubric Middle School
 - Advantages of eBooks Over Traditional Books
2. Identifying Powerpoint Presentation Rubric Middle School
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Powerpoint Presentation Rubric Middle School
 - User-Friendly Interface
4. Exploring eBook Recommendations from Powerpoint Presentation Rubric Middle School
 - Personalized Recommendations
 - Powerpoint Presentation Rubric Middle School User Reviews and Ratings
 - Powerpoint Presentation Rubric Middle School and Bestseller Lists

5. Accessing Powerpoint Presentation Rubric Middle School Free and Paid eBooks
 - Powerpoint Presentation Rubric Middle School Public Domain eBooks
 - Powerpoint Presentation Rubric Middle School eBook Subscription Services
 - Powerpoint Presentation Rubric Middle School Budget-Friendly Options
6. Navigating Powerpoint Presentation Rubric Middle School eBook Formats
 - ePub, PDF, MOBI, and More
 - Powerpoint Presentation Rubric Middle School Compatibility with Devices
 - Powerpoint Presentation Rubric Middle School Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Powerpoint Presentation Rubric Middle School
 - Highlighting and Note-Taking Powerpoint Presentation Rubric Middle School
 - Interactive Elements Powerpoint Presentation Rubric Middle School
8. Staying Engaged with Powerpoint Presentation Rubric Middle School
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Powerpoint Presentation Rubric Middle School
9. Balancing eBooks and Physical Books Powerpoint Presentation Rubric Middle School
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Powerpoint Presentation Rubric Middle School
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Powerpoint Presentation Rubric Middle School
 - Setting Reading Goals Powerpoint Presentation Rubric Middle School
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Powerpoint Presentation Rubric Middle School
 - Fact-Checking eBook Content of Powerpoint Presentation Rubric Middle School
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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