

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact; seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

Science Presentation Rubric

Diane L. Ronis



Science Presentation Rubric:

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

Assessing Student Understanding in Science Sandra K. Enger, Robert E. Yager, 2001 This is a great book It provides real examples for teachers school districts and teacher education programmes to assess science standards in the curriculum Fred Bartelheim College of Education University of Northern Colorado Greeley This book is packed full of different methods for assessing science standards It contains alternative assessments and rubrics It supports the National Science Education Standards of the National Research Council NCR and the guidelines in Science for All Americans of the American Association for the Advancement of Science AAAS There are also sections and ideas for teachers to evaluate their own curriculum and instruction against the standards and to improve them Examples created by practicing teachers are provided

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 **Well Spoken** Erik Palmer,2023-10-10 All teachers at all grade levels in all subjects have speaking assignments for students but many teachers believe they don t know how to teach speaking and many even fear public speaking themselves In his new book *Well Spoken* veteran teacher and education consultant Erik Palmer shares the art of teaching speaking in any classroom Teachers will find thoughtful and engaging strategies for integrating speaking skills throughout the curriculum Palmer stresses the essential elements of all effective oral communication including Building a Speech Audience Content Organization Visual Aids and Appearance Performing a Speech Poise Voice Life Eye Contact Gestures and Speed Evaluating a Speech Creating Effective Rubrics Guiding Students to Excellence *Well Spoken* contains a framework for understanding the skills involved in all effective oral communication offers practical steps and lesson ideas that any teacher needs to successfully teach speaking in a variety of situationsfrom classroom discussions to formal presentationsand includes a set of tools for studentsfrom how to grab the audience s attention to how to use emphatic hand gestures and adjust speed for effect Discover why year after year students returned to Palmer s classroom to thank him for teaching them how to be well spoken You may find after reading this book that you have become a better speaker too *Science in Early Childhood* Coral Campbell,Wendy Jobling,Christine Howitt,2021-01-19 *Science in Early Childhood* is the essential science education resource for all pre service early childhood educators *A Companion To Interdisciplinary Stem Project-Based Learning* Mary Margaret Capraro,Robert Capraro,2016-07-18 This text contains 25 Project Based Learning PBL lessons written by a combination of undergraduate preservice teachers inservice teachers and graduate students Everyone who wrote a chapter strives to improve STEM education to help others implement standards based STEM instruction that takes learning in isolation to greater accountability through integrated and meaningful tasks that answer the question every teacher dreads When am I going to use this The PBLs were written to implement in middle and high school classrooms All of them are interdisciplinary in nature We have divided them into six themes construction and design water environment mixtures technology nutrition and genetics Each lesson contains a schedule at a glance and the well defined outcome so you can quickly see how a particular PBL fits into your curriculum Objectives are listed along with STEM connections written as objectives We have included all materials needed and then each day of activities including an imbedded engagement exploration explanation evaluation including rubrics and extension We have tried to include everything necessary for successful implementation This practical book is the perfect companion to the handbook for learning about implementing PBLs *Project Based Learning An Integrated Science Technology Engineering and Mathematics STEM Approach* second edition **STEM: Life Science** , **STEM: Physical Science** , Oral Communication in the Disciplines Deanna P. Dannells,Patricia R. Palmerton,2016-10-01 Oral Communication in the

Disciplines A Resource for Teacher Development and Training is the first of its kind to provide a clear and straightforward strategic framework to guide teachers as they incorporate oral communication activities into their courses This all encompassing empirically and theoretically grounded book helps to ensure that communication is not just added but thoughtfully incorporated in meaningful context specific ways **College Science Teachers Guide to Assessment**

Thomas R. Lord,Donald P. French,Linda W. Crow,2009 This guide is divided into four sections comprising 28 peer reviewed chapters It covers general assessment topics and traditional and alternative assessment techniques A series of how to assessment practices utilized in the field and practical tips to enhance assessment in the college science classroom are included **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

Powerful Lesson Planning Janice Skowron,2015-09-15 Guide to teaching and creating lesson plans Covers four types of instructional design Useful for teachers with all levels of experience Have you ever wondered how to maximize your lesson plans Do you want to get the most out of every minute that you teach Powerful Lesson Planning Every Teacher s Guide to Effective Instruction will help you accomplish those goals This book includes summaries of basic instructional design integrated instructional design differentiated instructional design and problem based learning instructional design It shares different teaching strategies and is especially helpful for beginner teachers This guide emphasizes the decisions that teachers make as they plan lessons and classes It includes descriptive information tools and several examples to help every teacher make their lesson plans well *STEM: Earth/Space Science* , **Putting CLIL into Practice: Oxford Handbooks for Language Teachers** Phil Ball,Keith Kelly,2016-09-12 This book offers a new methodological framework for the CLIL classroom focusing on how to guide input and support output Full of real life examples and practical guidelines the book provides support to both novice and experienced CLIL teachers Areas covered include the language used in CLIL CLIL teacher training materials design for CLIL assessment in CLIL Extra resources are available on the website www.oup.com/elt/teacher/clil Phil Ball is a CLIL author and teacher trainer based in northern Spain Keith Kelly is a writer and speaker on CLIL worldwide and is based in Plovdiv Bulgaria John Clegg is a textbook author and CLIL consultant based in London

Science Scope ,2003 32 Quick and Fun Content Area Computer Activities Grade 3 Kathy Kopp,2006-02 Incite 3rd grade students enthusiasm to learn using technology in the curriculum Youll enhance learning and encourage high order thinking by incorporating a technology project for every week of the school year Students will develop key technology skills in word processing spreadsheets multimedia presentations and using the Internet while you teach regular classroom content Lessons are divided among content areas and the flexible projects are great for computer centers labs or one computer classrooms The easy to follow teacher instructions and step by step student directions make this resource a hit in the

classroom The included Teacher Resource CD contains sample projects templates and assessment rubrics 160pp

Strategies for Teaching Science Barbara Houtz,2011-05-04 Support inquiry exploration with research based strategies to develop scientific thinking This resource provides model lessons management techniques and strategies to build students real world understanding of scientific concepts **Strategies for Teaching Science, Levels 6-12** Barbara Houtz,2011-06-01 Developed for grades 6 12 this rich resource provides teachers with practical strategies to enhance science instruction Strategies and model lessons are provided in each of the following overarching topics inquiry and exploration critical thinking and questioning real world applications integrating the content areas and technology and assessment Research based information and management techniques are also provided to support teachers as they implement the strategies within this resource This resource supports core concepts of STEM instruction Social-Emotional Learning Through STEAM Projects, Grades 4-5 Season Mussey,2022-02-27 Social Emotional Learning Through STEAM Projects Grades 4 5 helps educators target the development of social and emotional learning SEL competencies for high ability learners through interdisciplinary project based inquiry Aligned with STEAM content standards each of the nine projects introduces students to a real world problem through essential questions and the presentation of a primary source document Both the content and the inquiry process support SEL competency development from self awareness to selfmanagement social awareness relationship skills and responsible decision making As students work to understand and pose solutions to each problem they gain the knowledge and practical skills needed to become more socially and emotionally competent individuals in their classroom communities *Problem-Based Learning for Math & Science* Diane L. Ronis,2008 Teachers looking for a concise guide to implementing problem based learning in math and science classrooms This book is for you Debra Gerdes Professional Development Leader Illinois Mathematics and Science Academy The purpose of problem based learning is to emphasize meaning making over fact collecting With this method Diane Ronis has written a book that is well equipped to produce self motivated and independent lifelong learners Katie Morrow Technology Integration Specialist O Neill Public Schools NE Increase students skills and content retention in math and science What s the best way to create a real world instructional environment where students are involved in firsthand experiences and where important ideas are connected to meaningful life events that help deepen learners understanding Diane Ronis demonstrates how the problem based learning PBL method gives students the opportunity to actively explore and resolve authentic problem simulations and student identified problems in the community while strengthening their problem solving skills Updated throughout this second edition illustrates how to use the PBL inquiry process with Internet resources to create an integrated instructional environment and also provides Problem based learning activities relating to math and science in each chapter Projects that correlate to national science mathematics and technology standards Student handouts evaluation forms and all the information necessary for successful project completion Problem Based Learning for Math and Science Second Edition is the

perfect resource for educators who want to expand their teaching repertoire and shift instruction from a teacher centered to a learner centered perspective

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