

# EL-Civics PowerPoint Presentation Rubric

Note: The standards presented below apply to designing and developing presentations that meet generally accepted and consistent quality standards. One definition of genius is the ability to break the rules and make it work. Feel free to follow your genius, but be aware that one person's genius may not always be recognized by others – at least in this lifetime.

<b>Presentation Plan</b>				
<b>Standard</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Topic</b> The topic should be consistent with the general subject matter and specifically teach content that students are expected to remember.	The topic is vaguely or not at all related to the general subject. It does not teach content that students are expected to remember.	The topic is directly related to the subject but of moderate interest.	The topic is directly related to the subject and is of interest to students.	The topic is directly related to the subject, is highly interesting to students, and expands their understanding of the U.S. works, its history and culture.
<b>Engagement</b> The topic and presentation should be engaging to the students. It either speaks directly to a high interest topic or is presented in a way that makes it highly interesting.	The presentation topic or design has little to interest a student.	The presentation topic is of some interest to students and the presentation design is somewhat interesting.	The topic is a hot topic for students and the presentation is appealing.	The topic and presentation are highly engaging. Students demonstrate obvious interest in the presentation.
<b>Language and Knowledge Level</b> The lesson should address a specific target audience and reflect their level of knowledge of the topic and English fluency.	The English level used is either not consistent or appropriate for the target audience. The background knowledge required to understand the topic is well beyond the students.	The English level used and the background knowledge required are generally but not entirely appropriate for the target audience.	The English level used and the background knowledge required are appropriate for the target audience.	The English level used and the background knowledge required are appropriate for the target audience but offer accessible opportunities for extended vocabulary and ideas.
<b>Logic</b> Concepts and information should be presented in a logical manner so that one concept leads to another that builds on or reinforces prior information.	The concepts and information related loosely and are all over the place.	The concepts and information are somewhat related but are not organized in a way to effectively reinforce prior information.	The concepts and information are organized in a logical order.	The concepts and information are organized in a logical order, clearly build on prior information, and reinforce key concepts and vocabulary.

<p><b>Coherence</b> While each presentation is unique, it should have a consistent look and feel similar to other presentations in the series. Begin presentation using the designated template.</p>	<p>The presentation does not use the designated template and has little or no similarity to the approved look and feel.</p>	<p>The presentation began with the designated template but has been modified so that it has little similarity to the approved look and feel.</p>	<p>The presentation is consistent with the approved look and feel.</p>	<p>The presentation is consistent with the approved look and feel and includes new and effective innovations to the design.</p>
<p><b>Pictures and Text</b> Presentations should introduce key word and phrases with images first. Later slides introduce text with pictures.</p>	<p>The presentation does not begin with images only.</p>	<p>The presentation begins with images but does not integrate images and text particularly well.</p>	<p>The presentation begins with pictures then adds text to slides but is not very interesting.</p>	<p>The presentation begins with compelling visuals and effectively and interestingly integrates text and pictures later.</p>
<p><b>Vocabulary</b> The vocabulary should be appropriate for the students' level and be key to understanding the subject matter.</p>	<p>The vocabulary either does not reflect students' fluency level or does not include key words and phrases, needed to under the subject matter.</p>	<p>The vocabulary is consistent with students' fluency and the subject matter but leaves out some key words and phrases.</p>	<p>The vocabulary is consistent with students' fluency and the subject matter but the examples are not particularly interesting.</p>	<p>The vocabulary is consistent with students' fluency and the subject matter and includes interesting examples.</p>
<p><b>Word Limit</b> Introduce no more than 3 new words or phrases on a slide. Unless it's a reading, use no more than 20 words on a slide.</p>	<p>Too many new words and phrases are introduced on a slide or there are too many words on a slide.</p>	<p>The presentation meets the prescribed limits but there is little variety between slides and/or the text is uninspiring.</p>	<p>The presentation meets the prescribed limits and the text is clearly readable to the audience.</p>	<p>The presentation meets the prescribed limits, the text is clearly readable, and the layout is inventive and interesting.</p>
<p><b>Concept and Language Reinforcement</b> Learning is an iterative process. Every presentation should bring key words around at 2 or 3 times.</p>	<p>The presentation has little or no repetition of key words and concepts.</p>	<p>The presentation repeats key words and concepts but not in an interesting way.</p>	<p>The presentation repeats key words and concepts in ways that build student engagement.</p>	<p>The presentation repeats key words and concepts in ways the fully engage student attention.</p>
<p><b>Length and Pacing</b> The PowerPoint presentation should last no longer than 10 minutes. Slides should be limited to no more than 20.</p>	<p>The presentation lasts longer than 10 minutes and/or has more than 20 slides. The presenter rushes through the material without giving students time to comprehend.</p>	<p>The presentation is consistent with the designated length but has the pacing does not allow students sufficient time for comprehension.</p>	<p>The presentation is consistent with the designated length and pacing generally facilitates comprehension.</p>	<p>The presentation is consistent with the designated length and pacing consistently facilitates comprehension.</p>

<b>PowerPoint Design</b>				
<b>Standard</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Graphics</b> Graphics should engage students. Avoid cheesy clip art – find images that feel fresh and interesting.	The graphics are of inferior quality and do not enhance the presentation.	The graphics are typical clip art and reflect the content but are not particularly exciting.	The graphics go beyond typical clip art and are appropriate to the subject matter, but are not particularly exciting.	The graphics feel fresh and new, are appropriate to the subject matter, and are often exciting.
<b>Text</b> Text should be easily readable to the audience. In general use at least 32 point for body text. Use at least 40 point text for slide headlines.	The text is too small or in a font that makes it difficult to read by the audience.	The text meets the prescribed standards.	The text meets the prescribed standards and has adequate margins on the slide.	The text meets the prescribed standards and varies in a way that improves communication and increases interest in the slide.
<b>Scale/Proportion</b> In general, the relative size of an image or word relates to its importance on the slide. Size graphics and text appropriately.	There is appears to be little or no consideration of scale or proportion of text and graphics.	Some thought has been given to the scale of objects but the slides are static.	The images and text are scaled in a manner that is consistent with their importance.	The scaling of images and text significantly enhances the attraction of the slides.
<b>Contrast/Readability</b> Use background colors, fonts, and illustrations that are easy to read. Contrasting colors like black and white are easier to read than similar colors.	The text and pictures are not easy to read.	Text and pictures are easy to read but aren't very interesting.	The slides are easy to read and color has been used effectively to draw interest.	The slides are easy to read, make the slides attractive, and also relate to the content being taught.
<b>Spelling and Grammar</b> Unless it is used for special effect, spelling and grammar should be correct. Always edit prior to presenting.	There are major errors on the slide.	There are a few minor errors.	There are no spelling or grammar errors.	There are no spelling or grammar errors.

<p><b>Transitions</b> Transitions between slides are not necessary and can become distracting. In general, limit page transitions to dissolves and fades unless there is a purpose for special effects.</p>	<p>Transitions appear random and distract from the presentation.</p>	<p>Slide transitions are used and are not particularly distracting but add little to the presentation.</p>	<p>Transitions are used effectively or not at all.</p>	<p>Transitions effectively enhance or reinforce the message.</p>
<p><b>Diversity</b> Even the best slide design is boring if shown repeatedly. Vary where you position pictures and text to keep slides interesting.</p>	<p>All slides are the same.</p>	<p>Slides vary somewhat.</p>	<p>Slides show diversity and thoughtful placement of objects and text.</p>	<p>Slides cleverly vary the position of objects to enhance and reinforce the message.</p>
<p><b>Charts and Graphs</b> Use clear charts and graphs when appropriate. These can be used to help students understand data in a graphic form.</p>	<p>No charts or graphs are used even though they would be appropriate.</p>	<p>Charts and graphs are used appropriately for the content.</p>	<p>Charts and graphs are used appropriately and are easy to understand.</p>	<p>Charts and graphs are used appropriately, clearly illustrate content, and are dynamic and eye-catching.</p>
<p><b>Animation</b> Animating text or objects on the screen often is distracting and feels amateurish. However, exposing, hiding, or highlighting text on the screen can be very effective. Use animation only where the effect enhances the message.</p>	<p>Text and object animation has little or relationship to the content and is distracting.</p>	<p>No animation is used.</p>	<p>Some animation is used but is not distracting.</p>	<p>Animation is used effectively to enhance the presentation.</p>
<p><b>Sound and Music</b> Adding sound effects is often distracting. Use sounds, music, or narration only when it enhances the presentation by reinforcing a word or concept, or it grabs students' attention.</p>	<p>Sound effects, music or narration are used in a way that distracts from the desired message.</p>	<p>Sound, music or narration are used but add little to the presentation.</p>	<p>No sound, music or narration are used.</p>	<p>Sound, music or narration are used effectively to enhance the presentation and reinforce content.</p>

<p><b>Video</b> Videos can introduce or reinforce key concepts and vocabulary. However, they add complexity to saving and transferring presentations.</p>	<p>Video is used but distracts from the central message.</p>	<p>No video is used but does little to enhance the presentation or reinforce key concepts and vocabulary.</p>	<p>No video is used.</p>	<p>Video is used and it draws student attention and reinforces key concepts and vocabulary.</p>
<p><b>Navigation</b> The slides are to be controlled by the teacher. Do not have them advance automatically. For complex presentations, include on-slide navigation links.</p>	<p>Special navigation is used and it doesn't work right, is unattractive or confusing. The slides change automatically, taking control away from the teacher.</p>	<p>No special navigation is used.</p>	<p>Special navigation is used and are not distracting from the presentation.</p>	<p>Special navigation is not distracting from the presentation and clearly enhances the teachers ability to go to different slides.</p>
<p><b>Fair Use</b> Images captured from the Internet or books may be copyrighted. Ensure that the graphics used meet the school district's fair use standards.</p>	<p>Some images clearly come from copyrighted sources and copyright has not been obtained.</p>	<p>There are no obvious copyright infringements.</p>	<p>All images are free from copyright.</p>	<p>All images are either free or have been paid for. Credit is provided to artists or publishers.</p>

<b>Presentation</b>				
<b>Standard</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<p><b>Reading Slides</b> Read text on slides with appropriate pacing and expression. Pause between phrases and sentences to allow for comprehension.</p>	Text on slides is read too fast with little or no attention to pacing.	There is some pausing between sentences but there is not much attention to specific words or phrases.	There is appropriate pausing between sentences and attention is paid to specific words and phrases.	Not only is there appropriate pausing between sentences, words and phrases, the readings have a dramatic flair that enhances student attention.
<p><b>Maintain Eye Contact</b> Scan your slide but keep attention on the audience. Look for engagement, confusion, or boredom and revise your presentation accordingly.</p>	The teacher rarely makes contact with the students and has little sense of how they are reacting.	The teacher maintains some contact with the students but does little to modify the presentation based on student reactions.	The teacher modifies the presentation to reflect how the students are responding.	The teacher observes how the students are reacting and modifies the presentation to clarify and enhance learning,
<p><b>Check for Comprehension</b> Periodically ask questions to check for comprehension. Repeat slides or clarify in another way if there is confusion. Do not get sidetracked.</p>	The teacher does not check for comprehension on a regular basis or is easily sidetracked by questions not related to the key concepts of the lesson.	The teacher periodically checks for comprehension but offers little to clarify confusion.	The teacher regularly checks for comprehension, provides clarification as needed and is not easily distracted.	The teacher regularly checks for comprehension and smoothly clarifies using appropriate strategies.