|  |
| --- |
|  |
| **Making A Poster: Poster rubric**  **Teacher name: Sra. Medina-Pacheco  Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | | **2** | | | **1** | |
| **Required Elements** | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | | All but 1 of the required elements are included on the poster. | | | Several required elements were missing. | |
| **Labels** | All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | | Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away. | | | Labels are too small to view OR no important items were labeled. | |
| **Graphics - Relevance** | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation. | | All graphics relate to the topic. One or two borrowed graphics have a source citation. | | | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. | |
| **Attractive-ness** | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | | The poster is acceptably attractive though it may be a bit messy. | | | The poster is distractingly messy or very poorly designed. It is not attractive. | |
| **Grammar** | There are no grammatical/  mechanical mistakes on the poster. | There are 1-2 grammatical/  mechanical mistakes on the poster. | | There are 3-4 grammatical/  mechanical mistakes on the poster. | | | There are more than 4 grammatical/  mechanical mistakes on the poster | |
| **Evaluating Student Presentations** | | | | **Sra. Medina- Pacheco** | |  | |
| **Developed by Information Technology Evaluation Services, NC Instruction Department of Public** | | | | | | |  | |
|  | **1** | **2** | **3** | | **4** | | **Total** | |
| **Organization** | Audience cannot understand presentation because there is no sequence of Information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | | Student presents information in logical, interesting sequence which audience can follow. | |  | |
| **Subject Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. | |  | |
| **Graphics** | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | | Student's graphics explain and reinforce screen text and presentation. | |  | |
| **Mechanics** | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | | Presentation has no misspellings or grammatical errors. | |  | |
| **Eye Contact** | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | | Student maintains eye contact with audience, seldom returning to notes. | |  | |
| **Elocution** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | |  | |
|  |  |  |  | | **Total** | |  | |

