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

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| **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**  |  |

