**Multimedia Presentation Rubric**

Student’s Name: Date:

Topic:

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| --- | --- | --- | --- | --- |
| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding** | | | | |
| ● understands the topic clearly  ● errors or omissions | limited understanding of the topic | some understanding of the topic | good understanding of the topic | excellent understanding of the topic |
| many errors and/or omissions | some errors and/or omissions | few errors or omissions | no errors or omissions |
| **Thinking and Inquiry** | | | | |
| ● quality of information  ● organization/ analysis of information  ● connections between elements  ● gathering, selecting, organizing, and synthesizing | rambling and uninteresting | somewhat concise and interesting | most information concise and interesting | concise, very interesting and informative |
| limited organization and analysis of information | adequate organization and analysis of information | very good organization and analysis of information | outstanding organization and excellent analysis of information |
| weak connections between elements | adequate connections between elements | very good connections between elements | excellent connections between elements |
| demonstrates limited research skills | demonstrates adequate research skills; needs improvement | demonstrates good variety of research skills | demonstrates considerable and highly effective research skills |
| **Communication** | | | | |
| ● voice  ● body language | often inarticulate and inaudible | adequately articulate  and audible presentation | good articulation and audible presentation | clear articulation, and audible presentation |
| —appeared nervous and unprepared  —avoided eye contact  —poor posture | —somewhat confident demeanour  —occasional eye contact  —good posture | —confident demeanour  —good eye contact  —good posture | —highly confident demeanour  —constant eye contact  —excellent posture |
| **Application** | | | | |
| ● making connections  ● connecting function and form  ● variety of relevant sources | all visuals and text connect poorly to main message | all visuals and text connect somewhat to main message | all visuals and text connect well to main message | all visuals and text connect very well to main message |
| limited variety of multimedia materials; unbalanced and often used inappropriately | adequate variety of multimedia materials; adequately balanced and used somewhat appropriately | good variety of multimedia materials; well balanced and used appropriately | excellent variety of well-balanced  and properly used multimedia materials |
| few sources cited; cited source often irrelevant; more care needed in selecting sources | some sources cited; most sources relevant but misrepresented | good variety of sources cited; most sources relevant | excellent variety of sources cited; all sources relevant to the topic |
| Comments and recommendations for improvement / next steps:  **TOTAL = /44** | | | | |

Teacher’s signature:

**Visual Product & Presentation Rubric**

Student’s Name: Date:

Topic:

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| --- | --- | --- | --- | --- |
| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding** | | | | |
| ● accurate and relevant information in presentation | —presentation demonstrates limited understanding of topic  —imparts little significant information and few ideas | —presentation demonstrates some understanding of topic  —imparts some significant information and ideas | —presentation demonstrates good understanding of topic  —imparts significant information and ideas | —presentation demonstrates thorough  understanding of topic  —imparts a wealth  of information and ideas |
| **Thinking and Inquiry** | | | | |
| ● opening/closing  ● sequence of ideas | limited opening and/or closing | opening and/or closing are somewhat effective | effective opening and closing | masterful opening and closing |
| limited coherence in sequencing of ideas | some coherence in sequencing of ideas | coherent sequencing of ideas | coherent sequencing of all ideas |
| **Communication** | | | | |
| ● voice, style, eye contact  ● use of media/  technology | demonstrates minimal presentation skills | demonstrates some presentation skills | demonstrates good presentation skills | demonstrates very effective presentation skills |
| media and/or technology used with limited effect | some effective use of media and/or technology | effective use of media and/or technology | artful use of media and/  or technology |
| **Design** | limited use of design elements to convey main ideas | adequate use of design elements to convey main ideas | good use of design elements to convey main ideas | excellent use of design elements to convey main ideas |
| **Visuals** | limited variety of images used to develop the main idea | adequate variety images used to develop the main idea | good variety of images used to develop the main idea | excellent variety of images used to develop the main idea |
| **Relevant materials** | little material selected is relevant and connected to main idea | Some material selected is relevant and connected to main idea | material selected is mostly relevant and connected to main idea | material selected is all relevant and connected to main idea |
| **Visual impact** | overall visual impact is limited | overall visual impact is somewhat effective | overall visual impact is effective | overall visual impact is very effective |
| **Application** | | | | |
| ● use of media and/or technology  ● overall effectiveness | limited grasp of the elements of presentation | adequate grasp of the elements of presentation | very good grasp  of the elements of presentation | excellent grasp of the elements of presentation |
| overall effectiveness of the presentation is limited | overall effectiveness of the presentation is adequate | overall effectiveness of the presentation is very good | overall effectiveness of the presentation is excellent |
| Comments and recommendations for improvement/next steps:  **TOTAL= /44** | | | | |

Teacher’s signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_