

High School Presentation Rubric

Criteria	4	3	2	1	
Planning & Organization	Project showed extensive planning & organization throughout. -Has a bibliography in file, & at the end of the presentation. -Has 3+ sources cited in their bibliography.	Project showed adequate planning & organization. -Bibliography with most of the websites used. -Has 2-3 Sources in their bibliography.	Project planning & organization was inconsistent. -Bibliography was incomplete. -Had 1-2 sources in their bibliography.	Project was poorly planned or lacked organization. -No bibliography. Or -Has used Wikipedia in their research.	
Content	Advanced & shows deep understanding beyond grade level. On topic.	Shows understanding of the topic. Stays on topic.	Shows some understanding of the topic. Partially on topic.	Shows little understanding of the topic.	
Creativity	Clear evidence of questioning/thinking throughout the project in a creative way.	Evidence of 'questioning' thinking throughout the project in a creative way.	Some evidence of questioning/thinking in the project. Somewhat creative.	Little evidence of questioning/thinking in the project. Not creative and looks like it was just thrown together.	
Product	Is highly engaging, professional, & attractive to the audience.	Is engaging, professional, & attractive to the audience.	Some parts are engaging, professional, & attractive to the audience.	Is not engaging, professional, or attractive to the audience.	
Time	Students used their class time appropriately all the time & were handed in on time.	Student used class time appropriately sometimes. Was handed in on time.	Students did not use class time appropriately. Assignment was not ready on time.	Students did not use class time appropriately. Assignment was not ready on time.	
Writing Style & Conventions	Exceptionally well written very few errors. Great job on editing.	Writing is good. Some errors.	Writing is satisfactory with multiple errors. Needs more editing.	Some writing is fair. Important points were incomplete. Poor proofreading & editing.	
Presentation	Speaker was clear & confident. Presentation fit the allotted time. Min 2 Min Max 5 min	Speaker was usually clear & confident. Presentation fit the allotted time.	Speaker was sometimes clear &/ or confident. The presentation didn't fit the allotted time.	Speaker was unclear &/ or not confident. The presentation didn't fit the allotted time.	

Total mark: _____

Easy Presentation Rubric High School

**M. Lee Manning, Katherine Toth
Bucher**



Easy Presentation Rubric High School:

Instructional Strategies for Middle and High School Bruce E. Larson, Timothy A. Keiper, 2013 *Instructional Strategies for Middle and High School* is an accessible practical and engaging methods textbook that introduces pre service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom Classrooms are comprised of diverse learners and aspiring teachers will face complex decisions about the assessment of student learning and classroom management Veteran teacher educators Bruce Larson and Timothy Keiper offer practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy *Instructional Strategies for Middle and High School* equips pre service teachers with the methodological tools to promote understanding conceptual awareness and learning for every child in the classroom Features and updates to this new edition include Clear step by step descriptions and illustrative in class videos of seven instructional techniques and that pre service teachers can realistically implement within the classroom setting Increased coverage on teaching English language learners including a Making Your Lesson More Meaningful for ELLs feature now included in every instructional strategy chapter Enhancing Your Teaching With Technology feature included in every instructional strategy chapter Fresh interior design to better highlight pedagogical elements and key features all to better engage students Fully revamped and comprehensive companion website with both student and instructor materials that stress real world application of strategies classroom assessment and management

A Collection of Performance Tasks and Rubrics Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

Project-Based Learning Tasks for Common Core State Standards , Grades 6 - 8 Schyrlet Cameron, Carolyn Craig, 2014-01-15 *Project Based Learning Tasks for Common Core State Standards* is designed to help middle school students use research skills teamwork communication and critical thinking to solve real life problems Includes a Common Core State Standards matrix Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources

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 **Social Studies Units for Grades 9-12** Walter McKenzie,2004 Thematic units on a variety of social science topics including the U S Constitution the Civil War the global economy current events in the Middle East political polling and cultural diversity in 21st century America *The Data Guidebook for Teachers and Leaders* Eileen Depka,2006-02-13 This book offers practical methods templates and rubrics for collecting and analyzing data and includes innovative ideas for building trust including students in the process and working together *Methods of Teaching* Preston D. Feden,Robert Mark Vogel,2003 METHODS OF TEACHING APPLYING COGNITIVE SCIENCE TO PROMOTE STUDENT LEARNING helps prospective teachers learn how to apply recent findings by cognitive scientists to their classroom practices in order to promote true conceptual change among their students The book focuses squarely on ways to bring about deep rather than surface learning to all students The authors use and model many of the teaching strategies they present focusing on major core concepts and utilizing a rich array of pedagogical features to help prospective teachers build a deep understanding of how people learn and what strategies they can use as teachers to help their students achieve long lasting comprehension Throughout the text the authors emphasize the need to change instruction in light of new findings from cognitive science Planning for instruction behavior management and technology are integrated into each chapter **Learning to Teach** Richard Arends,2008-10-31 This best selling text provides comprehensive coverage of general teaching methods and models The most balanced text in its field Learning to Teach strikes a harmony by integrating researched based foundations with practical consideration and opportunity for real world application The text provides strong coverage of both teacher centered and student centered models By covering all major teaching models plus the leadership skills of teaching including planning classroom management assessment motivation and management of time and space Learning to Teach helps future teachers master both the theory and application of successful teaching **Project Based Learning Handbook** Thom Markham,John Larmer,Jason Louis Ravitz,2003 *Student-involved Classroom Assessment* Richard J. Stiggins,2001 For courses in Classroom Assessment Test and Measurement and training of teachers This core text for courses in classroom assessment is the leading text for courses where the focus is squarely on teaching teachers and preservice teachers how to assess students in their day to day classrooms It takes a stronger focus than any other book on integrating assessment and instruction And it

provides very clear guidance on how to construct all types of items and tests but also explains better than any other text what each type of item can and cannot assess

TechTactics Carolyn Thorsen, 2009 Resource added for the Paraeducator Instructor Assistant program 105222

Middle School Journal, 2006

Middle and High School Teaching James A. DuPlass, James A. Duplass, 2006 Middle and High School Teaching Methods Standards and Best Practices is an interactive textbook that is fully integrated with PowerPoint slides a web site assessments to meet NCATE and INSTASC standards and basal secondary level textbook chapters for each of the content areas The text includes a chapter on standards history current issues and strategies for each of the major content areas English Mathematics Science Social Studies World Languages Fine and Performing Arts and Physical and Health education Providing unique coverage for differentiated instruction at the college level the text integrates standards and methods for general and specific subject matter by drawing on professional education association web sites covering traditional methods topics and providing authentic assignments The text is ideal for courses in secondary general methods curriculum and instruction introduction to teaching or for the first course of a two part sequence in specific methods Web based resources including PDF copies of middle and high school basal textbook content lesson planning templates ERIC documents for current issues and PowerPoint slides for each chapter enable professors to easily choreograph their instruction for classes of mixed majors or single major and courses of varying size that may be taught completely or partly online The book and its ancillary materials scaffold the learning experience by presenting topics in a logical sequence beginning with an introduction to the challenges of the profession followed by differences between middle schools and high schools basic skills across the curriculum approaches to teaching diverse learners planning methods and assessment and concluding with trends standards and differences between the disciplines Instructors can choose from and modify more than 100 authentic assignments which are tied to NCATE and INTASC standards ranging from interviewing middle school students to creating lesson plans In addition special emphasis is placed on such topics as motivation theory and techniques for diverse learners and integrating basic skills and literacy into subject field planning and instruction Straightforward easily readable and concise The text is organized into compact topics rather than dense chapters and includes a Best Practices feature which engages students in reading their textbook Authentic content chapters from middle and high school textbooks Available at the web site downloadable PDF copies of basal textbook chapters from McDougal Littell across the subject areas enable students to apply methods learned from the textbook s lesson planning activities and assignments More than 100 potential assignments Instructors can select and modify presented assignments to best suit their students and course needs Each assignment is tied to an INTASC NCATE standard for ease of documentation or portfolio development Coverage and integration of key national standards The book integrates The Interstate New Teacher Assessment and Support Consortium INTASC standards The National Council for Accreditation of Teacher Education NCATE standards The Goals 2000 legislation The No Child Left Behind legislation and the content

standards defined by the professional organizations into a coherent structure for preservice teachers Practical pedagogy Supportive features include Teacher s Tipsboxes with practical ideas and strategies for the classroom Question boxes to encourage critical thinking For the Reflective Practitionerquotes and insights authenticAssignments lists ofBest Practices and web resources

Activities for Junior High School and Middle School Mathematics Kenneth E. Easterday,Loren L. Henry,F. Morgan Simpson,1981 Activities are one means of connecting both the various strands of mathematics with one another and mathematics with other disciplines This compilation of articles from NCTM journals includes strands on problem solving reasoning number relationships statistics and more *The American Biology Teacher*,2007

Reflective Planning, Teaching, and Evaluation Judy W. Eby,Adrienne L. Herrell,James L. Hicks,2002 For General K 12 Teaching Methods and General Secondary Methods courses Reflective Planning Teaching and Evaluation K 12 takes a constructivist approach and offers an original Reflective Action model of how thinking caring teachers function in real classrooms

Journal of Geoscience Education,2005

Teaching in the Middle School M. Lee Manning,Katherine Toth Bucher,2001 The exceptional feature of this book is that it covers both middle school concepts and the basic information needed to understand young adolescents ages 10 14 It provides the essential knowledge for middle school teaching including young adolescent development organization core and exploratory curricula instructional strategies and concepts Distinguished by its skillful blending of research and practice it enables readers to move from theory to practice Chapter coverage explores how middle school educators provide culturally and gender responsive educational experiences for particular topics Discussion of the latest technology gives today s teachers access to the vast world of information and helps them take advantage of the rapidly changing technological advances Anecdotal accounts case studies and scenarios provide actual accounts of experiences with young adolescents and how middle school teachers have handled these situations and issues For general education teachers at the middle school level

Information Technology for Schools Katherine Toth Bucher,1998 A guide for school library media specialists on new technologies including how to set them up use them manage them troubleshoot them and introduce them to students teachers and staff *Languages and Children, Making the Match* Helena Anderson Curtain,Carol Ann Dahlberg,2004 Acknowledgements Preface Introduction Key Concepts for Success Elementary and Middle School Foreign Languages Standards for Foreign Language Learning in the 21st Century Overview Section A Focus on the Learner 1 Characteristics of Young Learners Second Language Acquisition Cognitive Characteristics of the Learner

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