Student Name: Subject: Class: **eAssessment Rubric** NSW Education & Training

Name of Assessment Task: Due Date:

Rubric Activity	**PowerPoint Presentation Rubric**										
Rationale	PowerPoint can be used to scaffold a student presentation. It should not be used as text for a presentation, rather a scaffold for the presentation. There many types of presentation software either as standalone tools or Web 2.0 Tools. Any could be used with this Rubric.										
Quality Teaching Elements	Deep Knowledge, Substantive Communication, Student Direction										
	Grade E Limited		Grade D Basic		Grade C Sound		Grade B High		Grade A Outstanding		Evaluation
	Maximum Mark:		Maximum Mark:		Maximum Mark:		Maximum Mark:		Maximum Mark:		
Introduction	•The introduction does not present the topic. The audience has no understanding of what is to follow. •The introduction does not engage the audience.		•The introduction presents the topic in a basic manner but does not give the audience a strong sense of what is to follow. •The introduction does not engage the audience.		•The introduction soundly presents the topic. The audience has an adequate understanding of what is to follow. •The introduction soundly engages the audience.		•The introduction presents the topic clearly. The audience knows what is to follow. •The introduction engages the audience with a question to consider or by making it relevant to them. May use multimedia item(s) to increase engagement.		•The introduction presents the topic clearly. The audience knows exactly what is to follow. •The introduction engages the audience with a question to consider or by making it relevant to them. May use multimedia item(s) to increase engagement.		☐ Teacher ☐ Peer
Layout	•The layout demonstrates a very limited visual appeal. Slides are cluttered, confusing or use distracting backgrounds. •The layout is very limited. It has few headings or sub-headings or uses them inappropriately.		•The layout demonstrates a basic level of visual appeal. Most slides are cluttered, confusing or use distracting backgrounds. •The layout is limited in its use of appropriate headings and subheadings.		•The layout demonstrates a sound level of visual appeal. Some slides may be cluttered or use distracting backgrounds. •The layout somewhat supports the theme of the presentation but does not have a consistent use of appropriate headings and sub-headings.		•The layout demonstrates a high level of visual appeal. The background is suitable for the topic and does not distract the audience. •The layout mostly supports the theme of the presentation with appropriate use of headings and sub-headings.		•The layout demonstrates a very high level of visual appeal. The background is highly suitable for the topic and does not distract the audience. •The layout supports the theme of the presentation with appropriate use of headings and sub-headings.		☐ Teacher ☐ Peer

Content	•The presentation is not clear and concise and demonstrates a very limited level of content accuracy. Information is not persuasive with only one or two facts about the topic. •The presentation shows no structure and does not show a logical flow of ideas. The content is incorrect, missing sections or shows no relevance.		•The presentation is not clear and concise and demonstrates a limited level of content accuracy. Information is not persuasive. May contain one or two facts about the topic. •The presentation is not structured and does not show a logical flow of ideas. Much of the content is incorrect and lacking relevance.		•The presentation is mostly clear and concise and demonstrates an adequate level of content accuracy. Information is somewhat persuasive. •The presentation demonstrates a somewhat structured and logical flow of ideas. Some content may be incorrect or lacking relevance.		•The presentation is mostly clear and concise and demonstrates a high level of content accuracy. Information is persuasive. •The presentation demonstrates a mostly structured and logical flow of ideas. Most content is relevant.		•The presentation is clear and concise and demonstrates a very high level of content accuracy. Information is very persuasive. •The presentation demonstrates a structured and logical flow of ideas. All content is relevant.		☐ Teacher ☐ Peer
Graphics and Animation	•The graphics, animation and/or sound are irrelevant to the topic being presented and try to mask a lack of content. •Images are too small or large with a poor resolution.		•The graphics, animation and/or sound do not help the audience understand the main ideas and concepts of the presentation and distract the audience and try to mask a lack of content. •Images are too small or large with a poor resolution.		•The graphics, animation and/or sound mostly assist in helping the audience understand the main ideas and concepts of the presentation and do not distract the audience. •Most images are a suitable resolution, relevant and support the content.		•The graphics, animations and/or sound assist in helping the audience understand the main ideas and concepts of the presentation and do not distract the audience. •Images are a suitable resolution, relevant and support the content.		•The graphics, animations and/or sound always assist in helping the audience understand the main ideas and concepts of the presentation and do not distract the audience. •Images are always at a suitable resolution, relevant and support the content.		☐ Teacher ☐ Peer
Presentation	•The presentation was not completed by the presenter(s).		•The presenter(s) demonstrated minimal confidence and did not explain all content clearly. •The presentation was rushed or read like a script.		•The presenter(s) demonstrated a high level of confidence and explained the content clearly.		•The presenter(s) demonstrated a high level of confidence and explained the content clearly.		•The presenter(s) demonstrated a very high level of confidence and always the explained content clearly.		☐ Teacher ☐ Peer
Citation	•The sources of information in the presentation are not cited so that the audience cannot verify the credibility of the information in the presentation. •Images and graphics are not cited.		•The sources of information are not always cited correctly so that the audience cannot verify the credibility of the information in the presentation. •Some images or graphics are not cited. •The presentation relies only on one or two sources that lack credibility.		•The sources of information are mostly cited correctly so that the audience can verify the credibility of the information in the presentation. •The presentation mostly cites a variety of credible sources.		•The sources of information are cited correctly so that the audience can verify the credibility of the information in the presentation. •The presentation cites a variety of credible sources.		•The sources of information are always correctly cited so that the audience can verify the credibility of the information in the presentation. •The presentation cites a variety of credible sources.		☐ Teacher ☐ Peer

Literacy	•Information has a significant number of grammar, spelling and punctuation errors.		•Information has numerous grammar, spelling and punctuation errors.		•Information is accurate with some grammar, spelling and punctuation errors.		•Information is mostly accurate with few grammar, spelling and punctuation errors.		•Information is accurate and complete with correct grammar, punctuation and spelling		☐ Teacher ☐ Peer

Feedback