

Appendix 5 - Rubrics for Assessment

Part 3: Oral Presentation Skills

7. Eye Contact

| Give this presentation 0-3 if: | | | | Give this presentation 4-7 if: | | | | Give this presentation 8-10 if: | | |
|---|---|---|---|--|---|---|---|--|---|----|
| The speaker reads from notes, rarely/never looking at the audience. | | | | The speaker sometimes reads entire sections of notes, losing vital eye contact at times. | | | | The speaker is confident and maintains eye contact consistently, with occasional reference to notes. | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | | |

8. Voice Projection

| Give this presentation 0-3 if: | | | | Give this presentation 4-7 if: | | | | Give this presentation 8-10 if: | | |
|---|---|---|---|---|---|---|---|--|---|----|
| The speaker does not project his/her voice, and is often inaudible. The speaker's voice lacks inflection, thus sounding monotone. | | | | The speaker's voice does not project regularly. There is inconsistency in pitch and tone, | | | | The speaker's voice projects clearly and with appropriate variety in pitch and tone. | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | | |

9. Communicating the Message

| Give this presentation 0-3 if: | | | | Give this presentation 4-7 if: | | | | Give this presentation 8-10 if: | | |
|--|---|---|---|--|---|---|---|--|---|----|
| The speaker fails to communicate the required message and material to the class. The class will not be able to learn or understand the material presented. | | | | The speaker alternates between effective and ineffective communication of material and message. The class may not be able to learn or understand the material presented. | | | | The speaker succeeds in communicating the message clearly and effectively. The class is able to learn and understand the material presented. | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | | |

Appendix 5 - Rubrics for Assessment

Evaluation - Element Cards

| Criteria | ✓ = 5 points; x = 0 points |
|---|-----------------------------------|
| 1) Each element in the chemical family had a card. | |
| On each card, the following was clearly and correctly displayed: | |
| 2) Element name | |
| 3) Element symbol | |
| 4) Atomic number | |
| 5) Atomic mass | |
| 6) Number of protons, neutrons, electrons | |
| 7) Name of discoverer | |
| 8) When it was discovered | |
| 9) Where it was discovered | |
| 10) Common uses | |
| 11) An interesting fact (or two) | |
| 12) Cards were correctly formatted (two per 8 1/2 X 11 piece of paper - see example from handout) | |
| 13) Cards were vertically attached to Bristol board | |
| 14) Cards were printed in their assigned chemical family color | |
| TOTAL = /70 | |

Appendix 5 - Rubrics for Assessment

Evaluation - Class Notes

| Criteria | ✓ = 5 points; x = 0 points |
|---|----------------------------|
| 1) Notes were written in the correct font (Comic Sans, 14-font) | |
| 2) Notes were equal to or less than one page | |
| The notes included the following: | |
| 3) Group name and number | |
| 4) List of the elements, and their atomic numbers, belonging to the chemical family you were assigned | |
| 5) Explanation as to why these elements were grouped together (shared or similar properties) | |
| 6) Correct grammar, spelling and punctuation | |
| TOTAL = /30 | |

Evaluation - Group Work

| Criteria | ✓ = 5 points; x = 0 points |
|---|----------------------------|
| 1) Students were consistently on-task, and clearly shared the workload | |
| 2) Students showed their work to the teacher at the end of every work period, and insured their class mark was recorded by the teacher (2 = consistently on-task; 1 = mostly on-task; 0 = rarely on-task) | |
| TOTAL = /10 | |

FINAL TOTALS:

| | |
|----------------------|-------------|
| PART 1 | /90 |
| PART 2 | /70 |
| PART 3 | /30 |
| PART 4 | /10 |
| PROJECT TOTAL | /200 |

Appendix 5 - Rubrics for Assessment

Group Work Tracking Sheet

| Group Members | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
|----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| 1) | | | | | | | | | | |
| 2) | | | | | | | | | | |
| 3) | | | | | | | | | | |
| 4) | | | | | | | | | | |
| 5) | | | | | | | | | | |
| 6) | | | | | | | | | | |
| 7) | | | | | | | | | | |
| 8) | | | | | | | | | | |
| 9) | | | | | | | | | | |
| 10) | | | | | | | | | | |
| 11) | | | | | | | | | | |
| 12) | | | | | | | | | | |
| 13) | | | | | | | | | | |
| 14) | | | | | | | | | | |
| 15) | | | | | | | | | | |
| 16) | | | | | | | | | | |
| 17) | | | | | | | | | | |
| 18) | | | | | | | | | | |

Point System:

2 = consistently on-task

1 = occasionally on-task

0 = rarely on-task