

## Rubric for Multimedia Presentation

Task description: You will create a multimedia presentation and present the project to a class at the observation site or a class at the high school. Presentation will include:

- designing and delivering a 15-minute lesson using multimedia tools
- teaching a skill or knowledge represented in the TEKS for a specific subject or grade level and objective using Bloom's Taxonomy levels
- using a creative medium with a logical sequence
- a demonstration of real-world relevance
- innovative use of technology
- the title of the lesson
- the objective of the lesson
- step-by-step directions for how your presentation will be used in the lesson

| Criteria   | weight | Exemplary   | Admirable  | Acceptable   | Attempted   |
|--|--------|---|--|--|---|
| <b>Research of Topic</b>                                 | 20%    | <input type="checkbox"/> Use of three or more sources, including at least two Internet and one print source<br><input type="checkbox"/> Information is accurate<br><input type="checkbox"/> Narrow focus of topic | <input type="checkbox"/> Use of two sources, including at least one Internet source<br><input type="checkbox"/> Most information can be confirmed<br><input type="checkbox"/> Topic could be more narrowly focused | <input type="checkbox"/> Use of one Internet source<br><input type="checkbox"/> Some errors in information<br><input type="checkbox"/> Topic somewhat broad              | <input type="checkbox"/> Use of only one source<br><input type="checkbox"/> Numerous errors in information<br><input type="checkbox"/> Topic too general              |
| <b>Organization (Outline or Storyboard for Planning)</b> | 15%    | <input type="checkbox"/> Logical sequencing<br><input type="checkbox"/> Menus and paths are clear<br><input type="checkbox"/> Original; inventive; creative   | <input type="checkbox"/> Somewhat logical sequencing<br><input type="checkbox"/> Menus and paths are mostly clear<br><input type="checkbox"/> Original   | <input type="checkbox"/> Sequencing is poorly planned<br><input type="checkbox"/> Menus and paths are sometimes confusing<br><input type="checkbox"/> Little originality | <input type="checkbox"/> Sequencing is confusing<br><input type="checkbox"/> Menus and paths are confusing<br><input type="checkbox"/> Rehash of other people's ideas |

|   |     |  |   |   |   |
|---|-----|--|---|---|---|
| <b>Content: Use of Bloom's Taxonomy</b> | 20% | <input type="checkbox"/> Covers topic completely and in depth<br><input type="checkbox"/> Content is readily understandable<br><input type="checkbox"/> Media used contributes to understanding of topic<br><input type="checkbox"/> Real-world relevance                          | <input type="checkbox"/> Covers topic<br><input type="checkbox"/> Content is mostly understandable<br><input type="checkbox"/> Media used mostly contributes to understanding of topic<br><input type="checkbox"/> Real-world relevance   | <input type="checkbox"/> Barely covers topic<br><input type="checkbox"/> Content is somewhat understandable<br><input type="checkbox"/> Media used somewhat contributes to understanding of topic<br><input type="checkbox"/> Little real-world relevance   | <input type="checkbox"/> Does not adequately cover topic<br><input type="checkbox"/> Content is confusing<br><input type="checkbox"/> Media used does not contribute to understanding of topic<br><input type="checkbox"/> No real-world relevance  |
| <b>Use of Technology</b>                | 25% | <input type="checkbox"/> Effective combination of multimedia and persuasive design elements<br><input type="checkbox"/> Excellent use of navigational tools and buttons<br><input type="checkbox"/> Graphics effectively entice audience; accurately conveys message               | <input type="checkbox"/> Good combination of multimedia and design elements<br><input type="checkbox"/> Adequate navigational tools and buttons<br><input type="checkbox"/> Visuals and images are attractive; adequately conveys message   | <input type="checkbox"/> Some use of multimedia and design elements<br><input type="checkbox"/> Some buttons and navigational tools work properly<br><input type="checkbox"/> Use of visuals and images is limited; message is conveyed   | <input type="checkbox"/> 0-1 media used<br><input type="checkbox"/> Buttons and navigational tools are absent or confusing<br><input type="checkbox"/> Use of visuals and images is confusing or absent; message is confusing   |
| <b>Mechanics</b>                        | 10% | <input type="checkbox"/> Correct grammar, usage, mechanics and spelling<br><input type="checkbox"/> Excellent lesson title<br><input type="checkbox"/> Objective of lesson<br><input type="checkbox"/> Step-by-step directions for how the presentation will be used in the lesson | <input type="checkbox"/> Few grammar, usage, mechanics and/or spelling errors<br><input type="checkbox"/> Good lesson title<br><input type="checkbox"/> Objective of lesson<br><input type="checkbox"/> Step-by-step directions for how the presentation will be used in the lesson | <input type="checkbox"/> Several grammar, usage, mechanics and/or spelling errors<br><input type="checkbox"/> Adequate lesson title<br><input type="checkbox"/> Weak objective of lesson<br><input type="checkbox"/> Few or missing step-by-step directions for how the presentation will be used in the lesson | <input type="checkbox"/> Obvious grammar, usage, mechanics and/or spelling errors<br><input type="checkbox"/> No lesson title<br><input type="checkbox"/> No objective of lesson stated<br><input type="checkbox"/> Lack of step-by-step directions for how the presentation will be used in the lesson |
| <b>Teamwork (optional)</b>              | 10% | <input type="checkbox"/> Work load is divided and shared equally   | <input type="checkbox"/> One member contributes more than the other   | <input type="checkbox"/> One member does most of the work   | <input type="checkbox"/> One member does all of the work  |

Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_