**Sample Rubrics Packet**

From Dannelle D. Stevens, Ph.D.,

3 to 5 level Rubric Example

Changing Communities in Our City

Task Description: Each student will make a 5 minute presentation on the changes in one Portland community over the past 30 years. The student may focus the presentation in any way s/he wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

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| --- | --- | --- | --- |
|  | Excellent | Competent | Needs work |
| Knowledge/  Understanding  20% | **The presentation demonstrates a depth of historical understanding by using relevant and accurate detail to support the student’s thesis.**  **Research is thorough and goes beyond what was presented in class or in the assigned texts.** | **The presentation uses knowledge which is generally accurate with only minor inaccuracies, and which is generally relevant to the student’s thesis.**  **Research is adequate but does not go much beyond what was presented in class or in the assigned text.** | **The presentation uses little relevant or accurate information, not even that which was presented in class or in the assigned texts.**  **Little or no research is apparent.** |
| Thinking/  Inquiry  30% | **The presentation is centered around a thesis which shows a highly developed awareness of historiography or social issues and a high level of conceptual ability.** | **The presentation shows an analytical structure and a central thesis, but the analysis is not always fully developed and/or linked to the thesis.** | **The presentation shows no analytical structure and no central thesis.** |
| Communication  20% | **The presentation is imaginative and effective in conveying ideas to the audience.**  **The presenter responds effectively to audience reactions and questions** | **Presentation techniques used are effective in conveying main ideas, but a bit unimaginative.**  **Some questions from the audience remain unanswered.** | **The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated.** |
| Use of visual aids  20% | **The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at appropriate moments in the presentation.** | **The presentation includes appropriate visual aids, but these are too few, in a format that makes them difficult to use or understand, and/or the presenter does not refer to or explain them in the presentation.** | **The presentation includes no visual aids or visual aids that are inappropriate, and/or too small or messy to be understood.**  **The presenter makes no mention of them in the presentation.** |
| Presentation skills  10% | **The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.** | **The presenter speaks clearly and loudly enough to be heard, but tends to drone and/or fails to use eye contact, gestures, and body language consistently or effectively at times.** | **The presenter cannot be heard and/or speaks so unclearly that s/he cannot be understood.**  **There is no attempt to engage the audience through eye contact, gestures, or body language.** |

Figure 1.6: Part Four: 3 Level Rubric: Description of Dimensions with all levels of performance described. © Stevens, D. D. & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Press.

CI 561- Creative Expression Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate School of Education- Portland State University Score: 15 Pts \_\_\_\_\_\_\_

**Creative Expressions- Adding/affirming diversity 15 Points**

Application of what we know and can learn from our increasingly diverse student population is imperative. Honestly facing our own biases and reactions and grappling with them is very important. The arts, in particular, provide an avenue of comprehension and expression that often reveal our deeper values. Thus, you are expected to do ONE of the following:

Attend Lecture by Antonia Darter on January 16- take notes

OR Go to a foreign film (with English subtitles preferred)

OR Read a book furthering your understanding of diverse students or written by a person from another culture

THEN… create an expression of your response to this experience of otherness that relates somehow to the lecture or debate/discussion themes in the class. This could be a POSTER, A POEM, A PIECE OF MUSIC, A PIECE OF ART, FOOD or A STORY. To make the connection to the class clear to other audiences, either add a written narrative piece to the work or tell us how this directly relates to the class.

For the last class we will share these connections with one another.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dimension** | **Description** | **Comment** | **Points** |
| TOPIC & OUTLINE | Paragraph description of project  Details of project, type of project,  Link to class topic clear |  | 2 |
| **Content**  Karen  Dianna  Jana  Gwenda  Tanya  Denise  Chisa  Karen | Clear focus of Project- what lecture, reading, movie inspired the idea  Grabs attention right from the beginning  Identifies a significant cultural difference  Describes values of that difference to the culture  Describes how you viewed previous assumptions of the culture  Includes brief summary of the movie, book  Describes clear purpose behind this choice  Clear connection to adding/affirming diversity |  | 5 |
| **Organization**  Lori  Sheila  Debbie  Tanya  Julie | Clear beginning, middle, end  Understandable to others, not confusing  Clear directions and wrap up!  Easy to see connections to adding/affirming diversity  Clear link to class topics |  | 2 |
| **Creativity**  Lori  Gwenda  Sherrie  Tanya  Chisa  Bobbi  Jennifer  Brad | Puts together a presentation that is “out of your comfort zone”  Expresses emotional response  Open/honest  Attractive  Visually pleasing  Creates at least half of the images  Obvious extra effort (not copied pages)  Authenticity and uniqueness of effort  Thought/provoking  Original  Strong expression of “otherness” |  | 3 |
| **Reflection**  Bobbi  Brad | Indication of how your perceptions and assumptions have changed  Indicates how this might affect your future teaching and adding/ affirming diversity in your life |  | 2 |
| **Conventions**  Sheila  Chisa, Gwenda | All grammar, spelling, punctuation correct  Neatly presented  If typed, double-spaced and pages numbered. |  | 1 |

PUT CHECK MARKS BY THOSE CRITERIA FOR THIS ASSIGNMENT

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