MANAGEMENT THEORY PRESENTATION RUBRIC

NAME: Emily B________________________ DATE: __10.26.09________

TOTAL POINTS EARNED __________45__/45__

5 Points

___ Presenter exhibits professional speaking skills (enthusiasm, clear tone, varied pitch, correct grammar usage, eye contact, etc.)
___ Depth of knowledge is evident; Knowledge is beyond content of speaker’s notes
___ Complete presentation of main ideas of the theorist’s model
___ Information is presented in a logical sequence
___ Information is presented using a variety of instructional strategies (interviews, overheads, PowerPoint, visuals/posters, handouts, modeling/skit, etc.)
___ Instructional strategies are appropriate for presentation
___ Audience understanding is obvious through participation and active involvement
___ Written portion follows guidelines provided to produce well-organized, detailed outline of information about classroom management theory and its author/s

___ involved all team members equally

Comments: strong teacher presence; elaborated during slideshow; used procedure talk to let audience know expectations; supported audience through analogies and prompts; used trade book for post assessment with a great twist;

3 Points

___ Presenter appears comfortable in front of group (uses informal language; slouches, etc.)
___ Depth of knowledge is limited; Covers content within speaker’s notes
___ Vague presentation of main ideas of theorist’s model
___ Information is presented in a type of sequence
___ Information is presented using limited instructional strategies (lecture and handout; PowerPoint and handout)
___ Instructional strategies are appropriate, yet presented in a rote manner
___ Usually holds audience attention
___ Written portion follows guidelines provided

___ involved all members but not equally

1 Points

___ Presentation skills need refinement or modification for effectiveness
___ Content covered can be found within speaker’s notes
___ Missed main ideas of theorist’s model
___ Information is organized haphazardly
___ Information is presented using one instructional strategy; Heavy reliance on reading to audience
___ Instructional strategies are inappropriate
___ Rarely holds audience attention
___ Written portion follows guidelines provided
___ Some members were involved

12/6/2009