## **EDUC 263 Presentation Rubric**

Criteria

Name: Emily Katona

One Flew Over
Title of Presentation: Cuckoo's Nest

Points

Lemonstrates sensitivity bemonstrates sensitivity bemonstrates sensitivity for diversity with students sensitivity of content of the sensitivity of content	Crite	31 Id			FUIII	4
Does not demonstrate sensitivity or diversity with students her provide a proposition of the sensitivity for diversity with students her provide a proposition of the sensitivity for diversity with students her provide a proposition of the sensitivity for diversity most of the for diversity most of the firm of diversity by using a mine provided and appropriate the sensitivity for diversity most of the for diversity most of the for diversity most of the firm of diversity by using and appropriate sensitivity for diversity most of the firm of the provided and pappropriate the sensitivity for diversity by using and appropriate and appropriate and appropriate the minology when discussing disability related topics.  Values life-long learning, bersonal/professional development, and/or service orientation as evelopment, a		1-Poor/Unacceptable	2- Basic	3- good	4- Outstanding	
latering personal/professional development, and/or service orientation as evidenced by experience of the personal/professional development, and/or service orientation as evidenced by experience or evidence in several professional development, and/or service orientation as evidenced by experience or evidence in several development, and/or service orientation as evidenced by experience or a topic related to Mild intervention  Does not model appropriate oral communication skills (R4)  proportional to evidence dividence di va curate mondificationi della proportiate oral appropriate oral communication skills (R4)  proportional personal/professional development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or service orientation as evidence di va curate mondificationi development, and/or a topic related to Mild intervention a topic related to Mild intervention a topic related to Mild intervention as evidence di va curate mondificationi development, and/or a topic related to Mild intervention as evidence di va curate mondificationi development, and/or a topic related to Mild intervention a topic related to Mild intervention as evidence di va curate mondificationi development, and/or a topic related to Mild intervention a topic related to Mild intervention as evidence di va curate mondificationi as evidence di va curate mondificationi development, and/o	or diversity with students	Does not demonstrate sensitivity for diversity when discussing disability related topics	for diversity some of the time by using person first language and appropriate terminology when discussing disability related topics	for diversity most of the time by using person first language and appropriate terminology when discussing disability related topics	fo <mark>r diversity by using</mark> t person first language and appropriate terminology when discussing disability	4
Does not model appropriate oral communication skills (R4)  Models appropriate oral communication skills with eye contact, effective body language, imitted greparation, or audience engagement of individual learning styles and learning challenges (E1)  Juses no variety of teaching methods and materials  Juses a variety of teaching methods and materials  Juses no variety of teaching technology (E3)  Less no variety of teaching strategies as evidence by weak inaccurate content on a topic related to Mild intervention  Models appropriate oral communication skills with good eye contact, and poro body language, limited preparation and group to hold language, obvious preparation, and some audience engagement or engagement or limited proportunities that respond to individual learning styles and learning challenges through a presentation designed for 3 intelligences  Juses a variety of teaching strategies as evidenced by weak inaccurate content on a topic related to Mild intervention  Models appropriate oral communication skills with good eye contact, and poro body language, with limited eye contact, and poro body language, limited preparation and greation, and some audience engagement  Differentiates learning opportunities that respond to individual learning styles and learning challenges through a presentation designed for 2 intelligences  Less a variety of teaching methods and materials  Juses no variety of teaching strategies as evidenced by weak inaccurate content on a topic related to Mild intervention  Models appropriate oral communication skills with good eye contact, and perparation, and some audience engagement  Differentiates learning opportunities that respond to individual learning styles and learning challenges through a presentation designed for 3 intelligences  Learning challenges  Through a presentation designed for 3 intelligences  Learning challenges  Through a presentation designed for 3 intelligences  Learning challenges  Learning challenges  Learning challenges  Learning challenges  Learning challeng	personal/professional development, and/or	Does not value life-long learning, personal/professional development, and/or service orientation as evidenced by weak inaccurate content on a topic related to Mild	Values life-long learning, personal/professional development, and/or service orientation but more evidence is needed on a topic related to Mild	Values life-long learning, personal/professional development, and/or service orientation as evidenced by accurate content on a topic related to Mild Intervention, but more	personal/professional development, and/or service orientation as evidenced by accurate, thorough content on a topic related to Mild	4
Differentiates learning opportunities that respond to individual learning styles and learning styles and learning challenges (E1)  Sess a variety of teaching methods and materials  Signes a variety of appropriate media and technology  Engages in research and effection on best practices in teaching strategies (E7)  Engages in research and effection on best practices in teaching strategies (E7)  Differentiates learning opportunities that respond to individual learning opportunities that respond to individual learning opportunities that respond to individual learning styles and learning styles and learning styles and learning challenges through a presentation designed for 2 intelligences  Uses no variety of teaching methods and materials  Uses no variety of appropriate media and technology  Engages in research and effection on best practices in teaching strategies as evidenced by weak inaccurate content on a topic related to Mild Intervention  Differentiates learning opportunities that respond to individual learning styles and learning styles and learning challenges through a presentation designed for 3 intelligences  Uses no variety of teaching methods and materials  Uses no variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by weak inaccurate content on a topic related to Mild Intervention  Differentiates learning opportunities that respond to individual learning styles and learning challenges through a presentation designed for 3 intelligences  Uses a variety of teaching methods and materials  Engages in research and reflection on best practices in teaching strategies but more evidence is needed on topic related to Mild Intervention  Intelligences  Engages in research and reflection on best practices in teaching strategies but more e	Models appropriate oral communication skills (R4)	Does not model appropriate oral communication skills with eye contact, effective body language, preparation, or audience engagement	communication skills with limited eye contact and poor body language, limited preparation and weak audience engagement	communication skills with good eye contact and effective body language, obvious preparation, and some audience engagement	communication skills with good eye contact, effective body language, obvious preparation, and constant audience engagement	<del></del>
Uses a variety of teaching methods and materials  Uses no variety of teaching methods and materials  Uses a variety of teaching streated and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate to Mild Intervention at technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate to Mild Intervention at technology  Engages in research	Differentiates learning opportunities that respond to individual learning styles and learning challenges (E1)	Differentiates learning opportunities that respond to individual learning styles and learning challenges through a presentation designed for only one intelligence	Differentiates learning opportunities that respond to individual learning styles and learning challenges through a presentation designed for 2 intelligences	Differentiates learning opportunities that respond to individual learning styles and learning challenges through a presentation designed for 3 intelligences	Differentiates learning opportunities that respond to individual learning styles and learning challenges through a presentation designed to match 4 or more intelligences	3
Uses a variety of appropriate media and technology (E3)  Engages in research and reflection on best practices in teaching strategies (E7)  Engages (E7)  Uses a limited variety of appropriate media and technology  Uses a limited variety of appropriate media and technology  Uses a variety of appropriate media and technology  Uses a variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by weak inaccurate content on a topic related to Mild Intervention  Uses a variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention  Uses a variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention, but more detail was needed  Uses a variety of appropriate media and technology  Uses a variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention, but more detail was needed  Uses a variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention, but more detail was needed  Uses a variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention, but more detail was needed  Uses a variety of appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention appropriate media and technology  Engages in research and reflection on best practices in teaching strategies as evidenced by accurate co	methods and materials (E2)	Uses no variety of teaching methods and materials	Uses limited variety of teaching methods and materials	Uses a variety of teaching methods and materials	Uses a wide variety of teaching methods and materials	3
reflection on best practices in teaching strategies as evidenced by weak inaccurate content on a topic related to Mild Intervention  reflection on best practices in teaching strategies as evidenced by weak inaccurate content on a topic related to Mild Intervention  reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention  reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention, but more detail was needed  August 1  August 2  August 2  August 2  August 2  August 3  August 4  August 5  August 4  August 4  August 6  August 7	appropriate media and	appropriate media and	appropriate media and technology	appropriate media and technology	appropriate media and technology	3,5
24/28 =	reflection on best practices in teaching	reflection on best practices in teaching strategies as evidenced by weak inaccurate content on a topic related to Mild	reflection on best practices in teaching strategies but more evidence is needed on a topic related to Mild	reflection on best practices in teaching strategies as evidenced by accurate content on a topic related to Mild Intervention, but more	reflection on best practices in teaching strategies as evidenced by accurate, thorough content on a topic related to Mild	4
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