

remixing the classroom Rubric

	0-13	14-15	16-17	18-20	Total
Purpose	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis.	Mostly intelligible ideas; purpose is weak, unclear, too broad, or only indirectly supported. The purpose is confusing.	Competent and well-developed purpose; thesis represents sound and adequate understanding. Ideas developed but not as well as a 20 . There are places where the purpose is not clear or doesn't fit with support.	Is engaging and fully develops a clear purpose appropriate to assignment. The audience knows why they are listening.	
Organization	Audience cannot understand presentation because there is no sequence of information. No transitions.	Audience has difficulty following presentation because presenter jumps around from topic to topic with little sequential order. Few transitions.	Presenter presents information in logical sequence which audience can follow. There is a beginning middle and end. Transitions between topics. Might not be as smooth as a 20 .	Presenter presents information in logical, interesting sequence which audience can follow. There is a beginning middle and end and transitions well between topics.	
Information/Subject Knowledge	Teachers' knowledge of subject is limited. They are unprepared. The teachers cannot answer questions about subject.	Teachers are uncomfortable and are able to answer only rudimentary questions. Teaching does not contribute much to discussion or learning.	Teachers demonstrate understanding subject. They act as experts. Teachers are able to answer questions with elaboration. Teaching contributes to audience's understanding of reading but not as well as 20 .	Teachers demonstrate full knowledge of all aspects of analysis and teaching is in depth and teachers can answer all class questions with explanations and elaboration. There is background information when needed, examples are provided, and they attribute their sources. Examples work well and are integrated expertly.	
Presence	Teachers read from graphics or notes through entire presentation with no eye contact with audience. Teachers mumble, incorrectly pronounce terms, and speaks too quietly for audience in the back of class to hear. Inappropriate diction. Have difficulty coping with technological problems.	Teachers occasionally uses eye contact, but still read from graphics or notes. Teachers' voices are low. Teachers incorrectly pronounce terms. Audience members have difficulty hearing presentation. Have difficulty coping with technological problems.	Teachers maintain eye contact most of the time but frequently return to graphics or notes. Stance not as comfortable as in a 20 . Teachers voice is clear. Teachers pronounce most words correctly. Most audience members can hear presentation. Cope with technological problems with ease. Shows they prepared well.	Teachers maintain eye contact with audience, seldom returning to graphics or notes. Teachers have a comfortable stance—not stiff. Teachers use a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Teachers share speaking roles evenly. Cope with technological problems with ease. Shows they prepared well.	
Image Aids/Activity	Presenter graphics and activity do not relate to presentation. Aids and activities do not contribute to the discussion.	Presenter graphics and activities do not support presentation well. Image aids and activities contribute little to the discussion.	Presenter graphics and activities support the presentation. Emphasizes most of the important points. The aids and activities are integrated into the presentation well but not as well as a 20 .	Graphics and activities are clear and reinforce explanations and main ideas of presentation. The activities and aids work well and are integrated seamlessly into presentation.	
				Total Score	/100