**Scoring Guide for Bio-Cube Activity**

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|  | **5** | **3** | **1** |
| **Completion** | **Assignment was completed on time with almost no distraction problems** | **Assignment was completed on time, but with some distraction problems**  | **Assignment was not completed on time and/or major problems with distraction** |
| **Facts** | **All facts address and fit the categories; facts show depth and novelty and are accurate** | **All facts address and fit the categories; facts may be simple and lack novelty, but are accurate** | **All facts address and fit the categories; there are accuracy issues (despite depth or novelty)** |
| **Citation** | **All facts are properly cited with complete web address of page used****(**[**www.sehinton.com/**](http://www.sehinton.com/)**biographicalsketch/****1953)** | **All facts are cited, but with basic web address** **(www.sehinton.com)** | **Attempt is made to cite most facts, but web addresses are missing** |
| **Presentation** | **Presentation involves “teaching” the audience; very little reading of facts; obvious knowledge of subject** | **Presentation attempts to “teach” the audience but with lots of reading of facts; knowledge of subject is limited** | **Presentation doesn’t attempt to “teach” the audience; simple reading of facts; no knowledge of subject is shown** |

**Scoring Guide for On-line Journal Entries and Post-It Notes**

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| --- | --- | --- | --- |
|  | **5** | **3** | **1** |
| **Answer** | **Answer is complete and logical; addresses all parts of the question(s).** | **Answer is incomplete but logical; only addresses part of the question(s).** | **Answer is incomplete or illogical; doesn’t address enough of the question to be coherent**  |
| **Meaningfulness**  | **Obvious effort has been put into the answer; all ideas/opinions are justified with original thoughts and/or examples from original text** | **Effort has been put into the answer; most ideas/opinions are justified with original thoughts and/or examples from text** | **Answer lacks any real effort; no justification is provided for ideas/opinions**  |

PowerPoint Scoring Guide

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|  | 4 | 3 | 2 | 1 |
| Content | All content throughout the presentation is accurate and clearly matches the theory proposed.  | All content throughout the presentation is accurate, but the connection with the proposed theory isn’t clearly obvious. | Although the content and proposed theory are clearly matched, there is some inaccurate content that raises concerns. | The majority of information is inaccurate OR the disconnect with proposed theory is too great. |
| Sequence | All Information is organized in a clear, logical way. There are no “whiplash” moments.  | Most information is organized in a clear, logical way. There is, however, one “whiplash” moment.  | Some information is organized in a clear, logical way. There are, however, two “whiplash” moments. | Information is organized, but there are more than two “whiplash” moments. |
| Background |  | Background does not detract from text or other graphics. Choice of background is consistent from slide to slide and is appropriate for topic. |  | Background makes it difficult to see text or competes with other graphics on the page. It may lack slide-to-slide consistency or not be appropriate for the topic. |
| Font Choice and Formatting | Font formats (e.g., face, color, bold, italic, etc.) have been carefully chosen to enhance both readability and content. Consistency exists from slide to slide. | Font formats have been chosen to enhance readability. Consistency exists from slide to slide. | Font formats have been chosen to complement the project, but they are a little hard to read. There are slight consistency problems. | Little thought appears to have been put into font formats. It is very difficult to read the material and consistency is highly compromised. |
| Transitions | Transitions are smooth and consistent. They are appropriate for the topic and enhance the presentation. | Transitions are smooth and appropriate for the presentation, but the consistency isn’t there.  | Very few transitions are used OR those used distract from the presentation through lack of consistency or inappropriateness. | No transitions are used. |
| Pictures/Clip Art | Images are appropriate. Layout of images is pleasing to the eye. | Images are appropriate, but the layout is cluttered or contains too much blank space. | Inappropriate images exist AND layout is cluttered or contains too much blank space.  | No images exist OR there is clearly no attempt at a layout. |
| Mechanics | No spelling or grammar mistakes. Text is in authors’ own words. | Presentation has 1-2 spelling or grammar mistakes, but text is in authors’ own words. | Presentation has 3-4 spelling or grammar mistakes OR there are obvious (but not prevalent) signs of copy-and-paste.  | Presentation has more than 3-4 spelling or grammar mistake OR there are obvious and prevalent signs of copy-and-paste.  |
| Use of Class Time | Used time well during each class period. Focused on getting the project done and never distracted others. | Used time well during each class period. Usually remained focused on getting the project done and never distracted others. | Used some time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project ORoften distracted others. |
| Title/Citation | There are both title and citation slides, and both are complete. | Both title and citation slides exist, but the citation slide is incomplete. | There is either a title slide OR a citation slide, but both do not exist. | There is neither a title slide nor a citation slide. |

Oral Presentation Scoring Guide

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| Descriptor | Very Effective | Effective | Somewhat Effective | Needs Work |
| Points | 10-9 | 8-7 | 6-4 | 3-0 |
| Eye Contact | The speaker is looking at the audience almost all of the time. The speaker makes direct eye-to-eye contact with most of the members of the audience at some point in the speech. | The speaker is looking up for most of the talk. The direct eye-to-eye contact with members of the audience is sometimes sporadic. | The speaker looks at the audience only part of the time. When looking up, the direct eye-to-eye contact with members of the audience is sporadic. | Most of the time, speaker is not looking at the audience. |
| Voice | Every spoken word can be heard and understood clearly with no difficulty by each person in the audience. | A very brief portion of the talk may be unclear or inaudible to some members of the audience OR the audience has to make an effort to hear and understand at one point. | Several parts of the talk are unclear or inaudible to some members of the audience OR one portion is unclear or inaudible to most of the audience. | Many portions of the talk are unclear or inaudible to most of the audience. |
| Preparation | Preparation is highly evident. The speaker makes smooth transitions between parts of the talk. The use of visual aids causes no delays in the presentation. | Preparation is evident. Most transitions between parts of the talk are smooth. The use of visual aids sometimes causes a small pause or two in the talk. | Preparation may or may not be evident. Unnecessary delays or pauses exist in the talk or in the use of visual aids. | Preparation is not evident. The talk seems to be unorganized. Unnecessary pauses or awkward delays occur during the use of visual aids. |
| Pace | Talk moves at a natural rate and rhythm. No inappropriate pauses or silences interrupt the presentation. | Talk is slightly hurried or slightly slow at times. One or two gaps of “dead air” may occur but do not detract much from the overall presentation. | Talk is hurried or sluggish throughout OR several noticeable pauses interrupt the presentation in an otherwise well-paced talk. | Talk is excessively rushed or protracted OR several lengthy pauses occur, which makes the presentation difficult to follow. |
| Expression | The speaker uses a variety of volume modulations (louder/softer), voice inflections (tone of voice), gestures, and facial expressions convey enthusiasm or energy. All expressive techniques are appropriate to the content of the talk. Techniques are not overused or overdone. | The speaker takes advantage of some opportunities to be expressive. Some of the techniques may be overused or overdone at times. | Some expressive techniques are employed at times by the speaker, but for the most part, the speaker’s tone is fairly lifeless or inappropriate. | The talk is flat. Voice is consistently a monotone. Little or no energy is used to convey feelings. |
| Total Score: |  |  |  |  |