Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric for Professional Development Presentation**

Students will:

* brainstorm the qualities of an effective school
* plan a project using the FCCLA Planning Process worksheet
* create a multimedia presentation on the qualities of effective schools and its effect on student success

Criteria

**Content**

**Focus**

**Visual**

**Appeal**

**Mechanics**

|  |
| --- |
| weight |

50%

20%

20%

10%

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Exceptional |  | Admirable |  | Marginal | Unacceptable |  |
|  |  |  |
|  Accurate and detailed |  |  Accurate information for |  |  Lacking accurate |  Information is not |  |
| information |  | almost all subject matter |  | information | accurate |  |
|  Information adequately |  |  Information is mostly |  |  Inadequate information |  Information does not |  |
| supports purpose of |  | adequate and supportive |  | is not clearly supportive | support the visual’s |  |
| visual |  | of visual’s purpose |  | of visual’s purpose | purpose |  |
|  Topic and title clear and |  |  Topic and title are mostly |  |  Topic and title difficult to |  Topic and title are not |  |
| easily identified |  | clear and easily identified |  | identify | clearly identified |  |
|  Main idea is clearly |  |  Main idea is appropriate |  |  Main idea not clearly |  No main idea |  |
| appropriate to topic |  | to topic |  | stated |  |  |
|  Original and creative |  |  Design is adequate |  |  Design lacks creativity |  Design is dull |  |
| design |  |  Overall design is mostly |  |  Lack of harmonious |  Project has sloppy |  |
|  Overall design is |  | pleasing and harmonious |  | design in presentation | appearance |  |
| pleasing and |  |  |  |  |  |  |
| harmonious |  |  |  |  |  |  |
|  Free of grammatical |  |  Mostly free of |  |  Frequent grammatical |  Too frequent |  |
| errors |  | grammatical errors |  | errors | grammatical errors |  |
|  Words are legible and |  |  Most words are legible |  |  Presentation is illegible |  Distractive elements |  |
| pertinent to topic |  | and pertinent to topic |  | and confusing | make illustration |  |
|  |  |  |  |  | ineffective |  |
|  |  |  |  |  |  |  |

Assignment Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **+** Beyonder/Bonus \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **=** Final Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Look at Qualities of Effective Schools

Copyright © Texas Education Agency, 2015. All rights reserved.