

PowerPoint Rubric

Task: _____ Name: _____

	5	4	3	2	1
Content	Content is clear, accurate, presented in a logical order and shows a thorough understanding of the topic.	Most content is clear, accurate, presented in a logical order and shows a good understanding of the topic.	Some content is clear, accurate and/or presented in a logical order and shows some understanding of the topic.	Content is not clear, accurate and/or presented in a logical order but shows some understanding of the topic.	Content lacks purpose and does not show an understanding of the topic.
Presentation of text	Text is well presented with an appropriate amount of text on each slide.	Most text is well presented with an appropriate amount of text on each slide most of the time.	Some text is well presented with an appropriate amount of text on each slide some of the time.	Very little text is well presented with too much or too little text on most slides.	Text is not well presented with too much or too little text on each slide.
Multimedia and design	Images support the text and are well presented, with good sound and transitions.	Most images support the text and are well presented, with good sound and transitions.	Some images support the text and/or are well presented, with good sound and transitions.	Very few images support the text and/or are not well presented, with poor sound and transitions.	Images do not support the text and/or are not well presented.
Language	Spelling and grammar are accurate with no errors.	Most spelling and grammar are accurate with few or no errors.	Some spelling and grammar are accurate with few or no errors.	High number of spelling and grammar errors.	Very high number of spelling and grammar errors.
Time Management	All requirements were achieved or exceeded.	Most requirements were achieved.	Some requirements were achieved.	Few requirements were achieved.	Very few requirements were achieved.

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Language	Spelling and grammar are accurate with no errors.	Most spelling and grammar are accurate with few or no errors.	Some spelling and grammar are accurate with few or no errors.	High number of spelling and grammar errors.	Very high number of spelling and grammar errors.
Time Management	All requirements were achieved or exceeded.	Most requirements were achieved.	Some requirements were achieved.	Few requirements were achieved.	Very few requirements were achieved.

Comments: _____



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National Educational Technology Standards for Teachers International Society for Technology in Education, 2002 Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P 12 education

Strategies to Enhance Literacy and Learning in Middle School Content Area Classrooms Judith L. Irvin, Douglas R. Buehl, Barbara J. Radcliffe, 2007 This is the only book on the market that focuses specifically on content area reading for the middle grades The third edition of this unique resource has been thoroughly updated to include the most current research in the field of Middle School Literacy Unlike most texts that ignore the middle school reader this book addresses the issues that affect middle school students and teachers and their experiences with literacy instruction Readable and teacher friendly Reading and the Middle School Student provides not only a strong research base but also practical teaching strategies for teachers in all of the content areas This book is designed to be a companion book to Rycik and Irvin Teaching Reading in the Middle Grades which focuses on reading in English Language arts classes This book focuses on content area reading instruction Take a Glimpse Inside the Third Edition A wealth of current student examples of strategies for middle grade students for instant use in the classroom New issues and trends facing adolescent literacy including policy and position statements and federal action New ELL emphasis in every chapter outlining specific strategies that can be used by middle school teachers with their English

language learners Unique focus on classroom implementation of literacy integrated with content area instruction About Your Authors Judith L Irvin is currently a Professor at Florida State University and serves as the Executive Director of the National Literacy Project She has written and edited numerous books chapters and articles on adolescent literacy Douglas R Buehl is a reading specialist at Madison East High School and District Adolescent Literacy Support Teacher Madison Wisconsin He is Past President of the IRA Secondary Reading Interest Group and has published numerous articles on adolescent literacy Barbara J Radcliffe is an eighth grade reading language arts teacher at Fairview Middle School in Tallahassee Florida Barbara also teaches Teaching English in the Middle School and Teaching Reading in Secondary English at Florida State University

The Data Guidebook for Teachers and Leaders Eileen Depka,2006-02-13 This book offers practical methods templates and rubrics for collecting and analyzing data and includes innovative ideas for building trust including students in the process and working together *A Complete Guide to Rubrics* Audrey M. Quinlan,2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included **Middle School Journal** ,2007

Extreme Curriculum Makeover Gabriel F. Rshaid,2016-11-02 At a time where the tipping point for education seems to be a perpetually delayed expectation despite widespread consensus and shared awareness to reform school practice for a completely new paradigm change can actually be initiated in the real life school setting by means of strategic curriculum interventions that target exposing students directly to the principles of the school of the future Extreme Curriculum Makeover A Hands On Guide for a Learner Centered Pedagogy explores how to develop a learner centered pedagogy through specific strategies that can be implemented in any classroom at any grade level and that can transform the traditional learning environment into one where the students themselves acquire the tools the skills and more importantly the motivation to become lifelong learners *An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching* Elizabeth Spalding,Jesus Garcia,Joseph A. Braun,2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice

that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers Teaching Social Studies in Middle and Secondary Schools Peter H. Martorella, Candy Beal, Cheryl Mason Bolick, 2005 This readable accessible book offers prospective teachers a comprehensive introduction to teaching social studies to middle and secondary school students With the purpose of social studies being the development of reflective competent concerned citizens the book first examines the origins and evolution of social studies and citizenship education across the United States Following this targeted chapters address the art science and craft of social studies teaching as a means for engaging learners in knowledge construction In the final section the authors look at ways to improve social studies instruction through the incorporation of emerging technology into the social studies curriculum For middle and secondary school social studies teachers **School Library Journal**, 2003 Technology and Teaching English Language Learners Mary Ellen Butler-Pascoe, Karin M. Wiburg, 2003 This unprecedented book introduces the latest use of technology to support second language acquisition combining the application of technology with language acquisition theory and practice in the modern classroom This book is coherently organized around the teaching concepts and approaches such as communicative content based skills based and inquiry base teaching The authors provide an extensive up to date coverage of issues such as the use of technology for communicative language teaching using technology to teach oral communication skills and reading and writing For anyone interested in learning ways to integrate technology in the teaching of English Language *Information Technology for Schools* Katherine Toth Bucher, 1998 A guide for school library media specialists on new technologies including how to set them up use them manage them troubleshoot them and introduce them to students teachers and staff **Digital Age** Linda Leveque Bennett, Michael J. Berson, 2007 **Teaching Social Studies in Middle and Secondary Schools** Candy Beal, Cheryl Mason Bolick, Peter H. Martorella, 2009 In the tradition of social studies innovator Peter Martorella this readable accessible text offers prospective teachers a comprehensive introduction to teaching social studies to middle and secondary school students With the purpose of social studies being the development of reflective competent concerned citizens the text first examines the origins and evolution of social studies and citizenship education across the United States Following this targeted chapters address the art science and craft of social studies teaching as a means for engaging learners in knowledge construction In the final section the authors look at ways to improve social studies instruction through the incorporation of emerging technologies and explore the implications of the rich cultural diversity within our nation **Real World Investigations for Social Studies** John D. Hoge, 2004 This innovative book presents case studies called investigations that combine ready to implement middle and high school lessons with complementary guidelines to demonstrate how the

principles of Contextual Teaching and Learning CTL can be used to meet NCSS social studies curriculum standards This combination of CTL principles and NCSS standards creates a book that shows teachers in training examples of quality social studies instruction while simultaneously illustrating essential teaching methods KEY TOPICS Intended to develop the attributes necessary for informed citizenship each investigation provides a sequence of lessons using the teaching learning styles that research has shown to be most effective with these age groups Each investigation requires readers to face problematic issues research and analyze data construct meaning and understanding evaluate competing points of view and finally reach and defend conclusions All coverage keyed to NCSS standards with an investigation for each of the ten mandated competencies MARKET Core or supplemental reading for middle and secondary social studies methods courses

Big6 Collection: Best of the Big6 ENewsletter, Volume II Michael Eisenberg, Michael B. Eisenberg, Robert E. Berkowitz, 2005 Contains articles tips and explanations and advice from The Big6 Newsletter a publication dedicated to promoting a six step approach to problem solving and decision making including task definition information seeking strategies location and access use of information synthesis and evaluation **Teaching Science in Elementary and Middle School Classrooms** Joseph S. Krajcik, Charlene Lochbihler Czerniak, Carl F. Berger, 2003 This text provides an overview of current science teaching practices for the elementary and middle grades The authors top scholars in the field of science education believe that all children should develop an in depth and meaningful understanding of scientific concepts and processes To achieve this the text utilizes the Project Based Approach Project based science stresses that science teaching should emphasize the active engagement of students in science rather than teachers telling students information Each chapter has several Portfolio Activity boxes that provide active learning experiences or reflections for the student Like the first edition the text includes numerous strategies in each chapter that help both new and experienced teachers understand how to teach science in an active and engaging manner The text also shows teachers how to implement the National Science Education Standards NSES and constructivist strategies A NSES marginal feature keys content to the standards Moreover this textbook helps teachers learn how to implement all of today s major reforms not just read about them **Understanding in the Library** David V. Loertscher, 2005 Reflective Planning, Teaching, and Evaluation Judy W. Eby, Adrienne L. Herrell, James L. Hicks, 2002 For General K 12 Teaching Methods and General Secondary Methods courses Reflective Planning Teaching and Evaluation K 12 takes a constructivist approach and offers an original Reflective Action model of how thinking caring teachers function in real classrooms **Intro Foundations American Ed TestBk Sup** Steve Johnson, Dupuis, 2004-05

Middle School Powerpoint Presentation Rubric Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Middle School Powerpoint Presentation Rubric**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Table of Contents Middle School Powerpoint Presentation Rubric

1. Understanding the eBook Middle School Powerpoint Presentation Rubric
 - The Rise of Digital Reading Middle School Powerpoint Presentation Rubric
 - Advantages of eBooks Over Traditional Books
2. Identifying Middle School Powerpoint Presentation Rubric
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Middle School Powerpoint Presentation Rubric
 - User-Friendly Interface
4. Exploring eBook Recommendations from Middle School Powerpoint Presentation Rubric
 - Personalized Recommendations
 - Middle School Powerpoint Presentation Rubric User Reviews and Ratings
 - Middle School Powerpoint Presentation Rubric and Bestseller Lists

5. Accessing Middle School Powerpoint Presentation Rubric Free and Paid eBooks
 - Middle School Powerpoint Presentation Rubric Public Domain eBooks
 - Middle School Powerpoint Presentation Rubric eBook Subscription Services
 - Middle School Powerpoint Presentation Rubric Budget-Friendly Options
6. Navigating Middle School Powerpoint Presentation Rubric eBook Formats
 - ePub, PDF, MOBI, and More
 - Middle School Powerpoint Presentation Rubric Compatibility with Devices
 - Middle School Powerpoint Presentation Rubric Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Middle School Powerpoint Presentation Rubric
 - Highlighting and Note-Taking Middle School Powerpoint Presentation Rubric
 - Interactive Elements Middle School Powerpoint Presentation Rubric
8. Staying Engaged with Middle School Powerpoint Presentation Rubric
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Middle School Powerpoint Presentation Rubric
9. Balancing eBooks and Physical Books Middle School Powerpoint Presentation Rubric
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Middle School Powerpoint Presentation Rubric
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Middle School Powerpoint Presentation Rubric
 - Setting Reading Goals Middle School Powerpoint Presentation Rubric
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Middle School Powerpoint Presentation Rubric
 - Fact-Checking eBook Content of Middle School Powerpoint Presentation Rubric
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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