

Applications of Buffers

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Research-Overview: Quantity, quality, and documentation	Included reliable information from primary sources, secondary sources, and subject-matter experts. Project bibliography or credits were complete and flawlessly formatted.	Included information from at least three secondary sources. Used information from relevant primary source materials. All information came from reliable sources. Project bibliography or credits were complete.	Included facts from multiple secondary sources. Used one primary source. Included facts from reputable sources and opinions from unreliable sources. Bibliography or credits were incomplete.	No information from primary sources. Included information from one secondary source. More opinion than fact. Sources were unreliable. No project bibliography or credits.
Research-Quality: Information from reputable sources	Included facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
Planning-Research and Notes: Quality and quantity	Used six or more reliable sources of information. Notes are clear, organized, and complete.	Used four or five sources of information. No more than one source of information was not reliable. Notes were organized and complete.	Used two or three sources of information. Some of the sources were not reliable. Notes were not complete.	Used only one source of information, or did not use a reliable source. Notes were not clear or missing.
Research-Documentation: Bibliography and citation	Project bibliography or credits were complete and flawlessly formatted. All sources were cited and media included captions showing source.	Project bibliography or credits were complete. All information and media sources were cited.	Project bibliography or credits were incomplete. Less than half of the sources were cited.	Did not include project bibliography or credits. One or two sources were cited.
Oral Presentation-Overview: Eye contact, voice, and appearance	Used eye contact that moved among the audience. Confident, expressive, and knew content well. Dressed up or in appropriate costume. Had good posture, was mobile, and used gestures and facial expressions to make their point.	Often made eye contact. Voice was steady and clear. Used appropriate facial expressions and gestures. Knew content well. Dressed up. Had good posture.	Made some eye contact. Voice was soft or monotone. Appearance was casual but neat. Presenter rocked back and forth.	Made no eye contact. Used low, soft, or monotone voice. Read from a script. Appearance was too casual or sloppy. Posture was slouched.
Oral Presentation-Knowledge: Demonstrate knowledge of subject	Demonstrated a thorough knowledge of the subject matter. Able to use audience questions to further demonstrate understanding of the topic. Appeared to be an expert on the subject being presented.	Demonstrated a working knowledge of the subject matter. Able to satisfactorily answer audience questions and provided additional information upon request.	Demonstrated a basic knowledge of the subject matter. Able to address audience questions by repeating parts of the presentation - did not provide any additional information.	Demonstrated little or no knowledge of the subject. Unable to answer audience questions or comment further on any part of the presentation.
Oral Presentation-Content: Relates to topic, detailed, and accurate	All content directly related to the topic. Content was thoroughly developed and demonstrated detailed knowledge of the topic. Opinions were supported by fact wherever possible.	Content directly related to the topic. Included many details that demonstrated knowledge of the topic. Most opinions were supported by facts.	Had difficulty explaining how the content and topic relate. Many opinions were not factually supported.	Presentation did not relate to topic. Included few details and relied heavily upon unsupported opinion.
Oral Presentation-Props/Visual Aids:	Props were of exceptional quality.	Props were of high-quality, related to the	Props were marginally related to the topic. Did	Visual aids were unrelated to the topic, or

Relates to topic, high-quality, not distracting	Props contributed to the quality or amount of information being presented. Presenter handled props expertly.	topic, and contributed to the presentation. Handled props smoothly.	not thoroughly explain the relationship or importance of the props. Some props were distracting to the audience.	presenter failed to explain relevance of the props. Props were distracting for presenter or audience.
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MyT4L Rubric

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