

Introducing Expectations

When the students are ready to begin creating their project using PowerPoint, you need to explain to students how you plan to assess their projects. It is recommended you show them the rubric or the assessment piece you are utilizing. You may also have the students design the rubric with you. Students can be held accountable for their grade; whatever effort they put into it is their grade.

After you have the rubric, assessment or checklist created, put it on a transparency, in a PowerPoint presentation or give copies to the students so that they can use it to guide them through the process.

1. Show students what you would classify as an “A” project, a “B” project, etc.
2. Tell them what you are looking for: at least 3 kinds of animation, a certain amount of clipart or drawings, etc. You can be as specific as you want.
3. Students should have a minimum of 6 slides, etc.

4. You can even give students a copy of your assessment sheet to use as a guideline.
5. Set your guidelines first, do not change them in the middle or toward the end of the project – be consistent!
6. Show students various projects and ask them what makes one better, etc. This approach gives students criteria in their language. You need to create the model for students to follow.

Form of Project Rubric

Form of Project	4	3	2	1
Brainstorming	Notes containing topic exploration containing a web map and project goals checklist.	Notes containing a partially completed web map and checklist. Missing key items.	Notes containing only the web map or the project goal checklist.	No notes referring to draft work
Top down Diagram	Diagram is up to date, easy to read and correspond with storyboards and final project – Shows every card or slide – detailed with content topic listed.	Diagram shows most cards and slides with content topic listed. Some important pieces missing. Diagram must be up to date or somewhat corresponding with the final project.	Diagram shows minimum number of slides or cards. Many important pieces are missing. Diagram is sketchy and missing detail of content and order. Diagram must be up to date or somewhat corresponding with the final project.	Diagram is not updated and does not match or correspond with the final project. Content areas are not labeled or shown in the diagram.
Storyboards	Each card or slide has its own storyboard. All	Each card has its own storyboard, but are missing specific details	Some storyboards are missing and somewhat	Most or all storyboards are missing or storyboards do

	storyboards are labeled and detailed in design and layout. All storyboards are updated and correspond with the final project.	regarding design and layout. Most storyboards are updated and correspond with the final project.	correspond with the final project. The storyboards do contain some details about layout and design.	not correspond with the final project and are not updated. Storyboards are missing specific details in regards to the project.
Research	All citations of research are present and written in correct form. All notes and sketches are included.	Most citations of research are present and written in correct form. Some sketches and notes are included.	Few citations of research and notes are included. Most are written in correct form.	No citations of research are present. No notes or sketches are included.
Peer Evaluations	All three peer evaluations are present and contain criticism. Evidence of detail and revision shown in the final project.	All two peer evaluations are present and contain criticism. Evidence of detail and revision shown in the final project.	At least one out of three evaluations are present and contain criticism. Some detail and revision shown in the final project.	No peer evaluations were present. No evidence of revision of final project.

Final Project Rubric

Final Project	4	3	2	1
Fonts	The fonts used in text objects and titles are consistent and are comprehensible by the user.	The fonts are mostly consistent and are comprehensible by the user.	The fonts used in the text objects are consistent, but are not comprehensible by the user.	The fonts used in the text objects and titles are not consistent and are not readable by the user.
Transitions	Transitions are consistent throughout the whole project. Except for special effects.	Most transitions are consistent throughout the whole project. Except for special effects.	Some transitions are consistent throughout the whole project. Except for special effects.	None of the transitions are consistent.
Graphics	Students used a variety of clipart, photos, artwork and other forms of multimedia. Students design their own backgrounds that are related to the topic.	Student's project contains some clipart, photos, artwork and other forms of multimedia and is related to the topic.	Student's project contains only clipart and pre-designed backgrounds and not related to the topic.	Student's project contains no graphics at all.
Sounds/Animation	Students use sounds and	Students use sounds and	Students have sounds and	Students do not use sound and

	<p>animation effects that are related to the topic. Sounds and animation enhance the overall effect of the display of information.</p>	<p>animation but do not enhance the overall effect of the display of information.</p>	<p>animation but are not related to the topic, and do not enhance the display of information.</p>	<p>animation in their project.</p>
Size	<p>Students project exceed more than 10 slides.</p>	<p>Student's projects do not exceed 9 or more slides.</p>	<p>Student's projects do not exceed more than 8 slides.</p>	<p>Student's project contains 7 or less slides.</p>

Impact of the Project

Impact of Project	4	3	2	1
Performance	Student's project runs with no problems.	The majority of the project runs smoothly.	Some of the project runs smoothly.	Student's project does not run properly.
Design	Project has appropriate colors, design, correct spelling, punctuation, and grammar. Project contains complete sentences.	Appropriate use of colors, design, but contains some incorrect spelling, punctuation, and grammar. Project has complete sentences.	Some Appropriate use of colors, design, some incorrect spelling, punctuation and grammar. Project mostly has complete sentences.	Inappropriate use of colors, design, mostly incorrect spelling, punctuation and grammar. Project has very few complete sentences.
Presentation	Project has balance of text, graphics, when appropriate throughout the project.	Project has mostly a balance of text, graphics. Few slides have only text.	Some of the project has a balance of text, graphics. Some slides have only text.	Project has no balance of text and graphics. Project mostly has text. More than 9 lines of text on a slide.
Contrast	Project has a pleasant contrast between text and background.	Most slides have a pleasant contrast.	Some slides have a pleasant contrast.	All slide are difficult to read because of poor contrast.
Creativity	The whole project contains a	Project mostly contains a good design of visual	Project has some good design of visual	Project contains no original ideas or work. Has

	good design of visual materials with attention to detail, which greatly impacted the presentation of the topic.	materials with attention to detail, which had some impact on the presentation.	materials with very little detail. Had very little impact on presentation.	poor design with little detail. Projects the topic poorly.
Purpose	The project is designed for the audience specified in the project goal checklist.	Majority of the project meets the requirements for the specified audience.	Very little of the project meets the specified audience in the project goal checklist.	The project is not for the proper audience specified in the project goals checklist.

Process of the Project

Process	4	3	2	1
Procedures	Students followed teacher direction and did the project steps in order	Students followed teacher direction and did the majority of the project steps in order.	Students somewhat followed teacher direction, but did only a few of the projected steps.	Students failed to follow teacher direction and did not follow projects steps to get the final product.
Habits of Mind Students going solo on projects Students doing projects in cooperative learning groups	Students worked independently asking peers for help or instruction when needing assistance. Students worked cooperatively together. Each kept to his/her role making good use of time.	Student worked semi-independently, often asking peers or the teacher for assistance or advice. Most of the time students worked in their roles to create a final project.	Students worked semi-independently often asking the teacher for assistance or advice. Rarely the students worked in their roles to create a final project.	Students did not work independently, but constantly asked teacher for assistance or advice. Students did not collaborate or work together. Much time was wasted over disagreement.
Content	4	3	2	1
Topic	Information in the project is organized in a well-planned order.	A majority of the information is organized and well planned, but missing key points.	Very little of the information is organized or planned and missing key points.	Information in the project is not organized and in varied order.

Research	Project contains accurate, interesting information as well as fact on the topic.	Project contains mostly accurate information.	Project contains very little accurate information.	Project contains no facts or interesting information. All opinionated or incorrect information.
Presentation	Information is presented through several forms including text, audio and visuals. Content is specific and not too wordy.	Information is presented through two mediums. Content is mostly specific.	Information is presented through mostly one medium. Content is mostly general.	Information is presented through one medium – Text, audio or visual. Content is general and not specific.