

## **Four Level Rubric Framework**

**Task:**

**Lecture presentation**

Peer evaluation

| Dimensions<br>/Levels                  | Expert  | Experienced   | Intermediate  | Beginner   |
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| <b>I LECTURE DESIGN</b>                |   |   |   |  |
| <b>1</b><br><b>Learning Objectives</b> | Very well stated according to Bloom's taxonomy levels<br>Measurable<br>Attainable<br>Excellent content coverage               | Reasonably stated to reach purpose<br><br>Measurable<br>Attainable<br>Good content coverage     | Not clearly expressed and somewhat confusing<br>Stated to reach purpose<br>Difficult to measure<br>Manages to cover content | Not individualized<br>Difficult to achieve<br><br>Difficult to measure<br>Difficult to relate to content |
| <b>2</b><br><b>Outline/Agenda</b>      | Agenda presented the content in a complete, concise and holistic way at the beginning of lecture to convey it's main concepts | Some clear stated items were presented at the beginning of lecture to convey it's main concepts | A hint of content was presented at the beginning of lecture in a written or verbal form                                     | Not presented  |

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| <b>3</b><br><br><b>Introduction</b> | One or two challenging, thought provoking questions were dropped/ a motivating video clip was shown to initiate the topics presentation and interaction was launched<br>Or<br>A complete and concise explanation was presented to contextualize the subject matter | One or two controversial questions were dropped/ a motivating video clip was shown to initiate the topics<br><br>Or<br>An introductory explanation was presented to introduce the subject matter | One or two questions were dropped/ a video clip was shown to initiate the presentation's body of content<br><br>Or<br>Some introductory words were said to introduce the subject matter                                   | Presentation went right to the breath of content   |
| <b>4</b><br><br><b>Content</b>      | Meaningful and absolutely relevant<br><br><br>Can be integrated with previous learned concepts and experiences<br><br><br>Will be of capital interest in future career<br><br><br>No sense of loosing time   | Meaningful<br><br><br>Can be integrated with previous learned concepts and experiences<br><br><br>Will definitely help in future career<br><br><br>No sense of loosing time                      | Interesting but fails to be meaningful it it's whole<br><br><br>Difficulty in integration with previous learned concepts and experiences<br><br><br>May be usefull in future career<br><br><br>Some sense of loosing time | Curiosity can arouse some attention on the subject<br><br><br>Somehow displaced of content of interest<br><br><br>Subject marginal to career's interest<br><br><br>Sense of loosing time |

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| <b>5</b><br><br><b>Adequacy to learning styles</b> | Presentation liable to accommodating for different learning styles   | Presentation liable to some flexibility  | Presentation according to a fixed model  | Presentation according to a fixed model |
| <b>6</b><br><br><b>Audience Interaction</b>        | Active and engaging audience participation was encouraged and meaningful interaction established.                    | Active audience participation was encouraged and some meaningful interaction was achieved.           | One or two questions were asked to try some form of interaction and capture audience interaction             | The concept was not approached          |
| <b>7</b><br><br><b>Lecture Closure</b>             | Done in a "To close I am going to tell you what I have just told you" manner.<br><br>"Take home messages" presented. | Ending by presenting a slide with a single paragraph without individualizing major points summarized | Ending by speaking a conclusion not supported by multimedia and without individualizing major points focused | Abrupt ending                           |

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| <b>8</b><br><br><b>Text Slides</b>         | Meaningful and good looking bulleted slides without superfluous information<br><br>Always related and appropriated to content | Meaningful not overcrowded slides with right information<br><br>Rarely not related and not appropriated to content. | Meaningful but overcrowded slides with a lot of information per slide<br><br>Sometimes inappropriate or insufficient content. | “Dull” and / or overcrowded slides<br><br>Insufficient to content |
| <b>9</b><br><br><b>Images and graphics</b> | Excellent self explaining illustrations   | All good self explaining illustrations  | Some good self explaining illustrations   | Distracting images. Few self explaining illustrations             |

## II LECTURER ATTRIBUTES

|                                  |   |  |   |   |
|----------------------------------|---|--|---|---|
| <b>1</b><br><br><b>Composure</b> | Stands up straight, looks relaxed and confident.<br><br>Establishes eye contact with everyone in the room during presentation conveying enthusiasm triggering audience engagement | Stands up straight and looks confident.<br><br>Establishes eye contact with everyone in the room during presentation attempting to engage the audience | Stands up straight<br><br>Sometimes establishes eye contact with some people in the room during presentation in an attempt to engage audience | Slouches and/or does not look at people during presentation<br><br>Lecturer does not seem to be at ease to present and cannot engage the audience |
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|  | Repeats, emphasises important parts, paraphrases, summarizes<br>Pauses strategically to consolidate topics                         | Emphasises important parts<br><br>Makes some strategic pauses  | Does not emphasises important parts<br><br>Does not make any strategic pauses   | Presents in a monochord fashion<br><br>Presents without pauses   |
| <b>2</b><br><b>Knowledge</b>                       | Shows excellent understanding of the subject matter with relevant and accurate detail  | Shows full understanding of the subject matter , accurate details were presented but some relevant information was skipped | Shows good understanding of the subject matter but sometimes little relevant information or some slight inaccuracies were found | Does seem to have trouble in understanding at least some parts of the subject matter   |
| <b>3</b><br><b>Confidence</b><br><b>Atmosphere</b> | Interactive and very much engaging environment was created<br><br>Learners fully understand objectives-content-assessment relation | Positive and engaging environment was created<br><br>Learners reasonably understand objectives-content-assessment relation | Positive but little engaging environment was created<br><br>Learners scarcely understand objectives-content-assessment relation | Lecturer shows anxiety and was not able to create a reassuring environment<br><br>Dubious objectives-content-assessment relation |

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| <b>4</b><br><br><b>Presentation</b> | Item's excellent fluency and articulation<br>Story telling like, imaginative and effective in conveying concepts to audience. All questions raised actively stimulated in audience were clearly and effectively answered | Very good item's articulation and good audience's attention was caught but presentation was slightly unimaginative or and some audience answers remained clearly answered | Reasonable item's articulation. Attention of audience was reasonably caught but presentation failed to launch discussion and no questions were posed | Clumsy item's articulation, Failing to capture the audience's interest or confusing ideas communicated |
|                                     | Clear sharp contextual statements  | Contextual statements   | Some out of context statements   | Lots of out of context statements  |
|                                     | Excellent paced and excellent supported  | Well paced and well supported   | Sometimes rushed or slowly presented but well supported  | Information quantity not adequate to time presentation   |
|                                     | Motivating and actively engaging learners in process, with guided analogous practice   | Motivating learners in the process with guided analogous practice   | No guided practice or independent practice contemplated in lecture   | Distracting and inappropriate practice disregarding content  |