**Rubric for Synovial Joint PPT Rubric**

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| **Criteria** | **1** | **2** | **3** | **4** | **5** |
| **Slide 1:**  **Introduction** | * Student appears disorganized   and lacks focus. | * Student is somewhat   unorganized. | * Student appears nervous, but able to present a positive demeanor. | * Students material allows them to proceed in a professional   manner. | * Student appears energetic and genuinely interested in presenting their project. |
| **Slide 2:**  **Definition of the Joint** | * Information is disorganized * Gaps in content or repeated content * Audience confused | * 2 or 3 problems with organization of information * Audience must reread at times for clarity | * Information is generally organized with only 1 or 2 problems * Audience finds content generally clear | * Information is organized * Content flows nicely * Audience finds content clear and easy to follow | * Information is very organized * Audience finds content easy to follow, clear and logical |
| **Slide 3:**  **Photo, landmarks labeled, ligaments and tendons included.** | * Diagrams and illustrations, where present, are neither neat nor accurate * They don’t appear to relate to the questions posed * They confuse the content | * Diagrams and illustrations, where present, are neither neat nor entirely accurate * They don’t add much to the content | * Diagrams and illustrations are mostly accurate and somewhat related to the questions posed * They reinforce the content | * Diagrams and illustrations are accurate and clearly relate to the questions posed * They add interest to the content | * Diagrams and illustrations are neat, accurate and clearly relate to the questions posed * They provide additional insight to the content |
| **Slide 4:**  **List and explain muscles that surround the joint.** | * Important points not identified | * Both important and insignificant information are included * Some gaps in logic relating conclusions to the questions posed | * Mentions some important information * Conclusions are generally reasonable and somewhat related to the questions posed | * Highlights the most important information * Conclusions are reasonable and relate to the questions posed | * Reinforces important information clearly * Conclusions are logical and reasonable and clearly relate to the questions posed |
| **Slide 5:**  **Explain how the joint functions and how it works.** | * Important points not identified * no supporting details and/or examples provided * Audience confused and annoyed | * Both important and insignificant information are included * Supporting detail(s) and/or example(s) not directly related * Audience finds little of interest | * Mentions some important information * 1 supporting detail and/or example is provided * Audience generally enjoys piece | * Highlights the most important information * 1 or 2 supporting details and/or examples are used * Audience finds some things of interest | * Reinforces important information clearly * 3 or 4 unique, creative supporting details and/or examples are used * Audience is very interested |
| **Slide 6:**  **Explain a common injury** | * Important points not identified * no supporting details and/or examples provided * Audience confused and annoyed | * Both important and insignificant information are included * Supporting detail(s) and/or example(s) not directly related * Audience finds little of interest | * Mentions some important information * 1 supporting detail and/or example is provided * Audience generally enjoys piece | * Highlights the most important information * 1 or 2 supporting details and/or examples are used * Audience finds some things of interest | * Reinforces important information clearly * 3 or 4 unique, creative supporting details and/or examples are used * Audience is very interested |
| **Slide 7:**  **Additional Information** | * No documentation of sources used, if any | * Sources used are not accurately documented * Only 1 source was used | * All sources are accurately documented * Format used is not consistent * Only 1 was used | * All sources are accurately documented * Uses desired format * 2 or 3 sources were used | * All sources are accurately documented * Uses desired format * 4 or more sources were used |

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| **Language Use:** appropriate, interesting, clear | Language is ineffective, vague, or inappropriate; does not convey the intent of the presentation; inaudible, unclear and confusing. | Language used conveys main message of presentation, though somewhat generalized and non-specific; inconsistencies are evident in clarity and audibility. | Language used was effective; conveys the intent of the presentation; audible, specific and appropriate. | Language used is meaningful and thought-provoking; use of language is memorable and rich; audible, clear and concise. | **Language Use:** appropriate, interesting, clear |
| **Delivery Style:** confidence, enthusiasm, audience,  visual aids | Presenter lacked confidence and did not understand the material; presenter was stiff, uninterested, or appeared bored; audience was inattentive and uninterested in presentation; visual aids were not used. | Presentation is affected by nervousness or bravado of presenter; demonstrates a general understanding of main points of material; audience is mostly willing to listen/view; use of visual aid(s) is attempted. | Open and clear presentation with generally effective body language conveys solid understanding of material; presentation is interesting and there is a sense of audience appreciation and cooperation; visual aid(s) are effectively used. | Eye contact, effective body language; complete understanding of material; shows personal interest in material; presentation was animated and enthusiastic; aware of audience and ensured participation and interest of all; used a variety of appropriate, high quality aids. | **Delivery Style:** confidence, enthusiasm, audience,  visual aids |