**UC RET Site Project: Culmination Event**

**Post-Teaching Unit PowerPoint-Video Presentation – POAC Evaluation Scoring Rubric**

**Research Experience for Teachers; Academic Year 2018-19** **Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit Title: Judge Name:

**Rate the overall PowerPoint Presentation based on the rubric below:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Content: Big Idea and Essential Question**  | The presentation did an excellent job of showing how the Big Idea and Essential Question relate to the Standards and Unit Objectives | The presentation did a good job of showing how the Big Idea and Essential Question relate to the Standards and Unit Objectives  | The presentation did a fair job of showing how the Big Idea and Essential Question relate to the Standards and Unit Objectives. | The presentation did not show how the Big Idea and Essential Question relate to the Standards and Unit Objectives. |
| **Content: Classroom Implementation of the Challenge and Engineering Design Process (EDP)** | The presentation did an excellent job of capturing the classroom implementation plans and elaborating on how the students managed the Challenge, developed Guiding Questions and used EDP to find solutions. | The presentation did a good job of capturing the classroom implementation plans and elaborating on how the students managed the Challenge, developed Guiding Questions and used EDP to find solutions. | The presentation did a fair job of capturing the classroom implementation plans and elaborating on how the students managed the Challenge, developed Guiding Questions and used EDP to find solutions. | The presentation did not include the classroom implementation plans and/or elaborate on how the students managed the Challenge, developed Guiding Questions and used EDP to find solutions. |
| **Content: Addressing Real World Applications, Careers and Societal Impact (ACS)** | The presentation did an excellent job of showing how the unit addressed ACS. | The presentation did a good job of showing how the unit addressed ACS. | The presentation only addressed some aspects of ACS but not all components. | The presentation did not address ACS. |
| **Content: Evidence of Student Learning** | The presentation did an excellent job of providing evidence of student learning. | The presentation did a good job of providing evidence of student learning | The presentation did a fair job of providing evidence of student learning | The presentation did not provide evidence of student learning. |
| **Organization and Clarity** | The presentation did an excellent job of telling a story, being easy to follow, highlighting the important points, visually displaying the information, and having easily identified sections. | The presentation did a good job of telling a story, being easy to follow, highlighting the important points, visually displaying the information, and having easily identified sections. | The presentation did a fair job of telling a story, being easy to follow, highlighting the important points, visually displaying the information, and having easily identified sections. | The presentation did not tell a story, and /or highlight the important points, and /or visually display the information, and/or have easily identified sections. |
| **Presence** | The presenter was interested, ready to answer questions and shared reflections on the Unit implementation. | The presenter was interested, somewhat ready to answer questions and shared some reflections on the Unit implementation. | The presenter was somewhat interested, somewhat ready to answer questions and minimally shared reflections on the Unit implementation. | The presenter was not interested or ready to answer questions and did not share reflections on Unit implementation. |

**Comments** (Use back side if needed):