

# Google Presentation Rubric

Common Core-aligned rubric (5th Grade)  
shared by Mrs. Guest

www.EssayTagger.com/rubric?code=EL-62SQ

	<b>Below 5th</b> <i>(weakest)</i>	<b>Beginning</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Above 5th</b> <i>(strongest)</i>
<b>Intro</b> <i>whole document</i> Writing: W.5.1a	No introductory slide is present and no author name identifying the owner of the presentation is present. Audience members are immediately viewing the main content of the presentation with no knowledge of the central idea or topic.	Introduction slide may be present or absent altogether. In cases where a slide is present, it may not be clear that it is an introductory slide and may only include the author's name. Unnecessary graphics may be present.	Introduction slide is present but limited in content and contains very little or no speaker notes.	Introduction slide is present and clearly states the purpose of the presentation. Speaker notes are included to assist the speaker.	Introductory slide is present and clearly states the purpose of the presentation. It includes an image or graphic that supports the main idea of the presentation and includes speaker notes that help the presenter clearly introduce the topic to the audience.
<b>Opinion Statement</b> <i>sentence-level</i> Writing: W.5.1a	No opinions related to research are stated. Information is presented in factual form.	Opinions are not clear and lack support from research or personal experience.	Opinions are vague, but stated. Support is very weak or not present.	Opinions are clearly stated and support reasoning for choices made.	Opinions are clear and may cite text or multimedia evidence from research to support thinking. Links to real-life applications may also be present.
<b>Organizational Structure</b> <i>whole document</i> Writing: W.5.1a	There is no identifiable organization to the presentation.	Organization is lacking and may be confusing to the audience.	Attempts at organization were made, but may require additional instruction to be understood clearly by the target audience.	There is an organized structure to the presentation, including a title slide and a logical sequence to the main content. Very little explanation is required.	The presentation is clearly organized and well-thought out based on the content included. There is a title, main content and possibly a concluding slide. Speaker notes are present on every slide and no clarification is required by the audience.
<b>Reasons With Evidence</b> <i>whole document</i> Writing: W.5.1b	No reasoning for choices made are provided.	Reasoning for choices made are weak or not apparent. More clarification and evidence is required for a thorough understanding.	Some reasoning and evidence are provided for the ideas presented, but could be better understood with more clarifying remarks.	Reasons for included content are clearly stated and supported with evidence from research.	Reasons for included content are clearly stated and supported with evidence from research. Links or connections to life experiences are also included, making the content more personal.
<b>Digital Production / Publishing</b> <i>whole document</i> Writing: W.5.6	Student is unable to complete any components of the presentation independently and has difficulty manipulating various elements of the presentation.	Student requires a significant amount of teacher assistance in order to complete the presentation. Some elements may be askew or inappropriate.	Student is able to create a digital slideshow with some assistance from an adult or peers. Colors or formatting may require additional adjustments to be considered proficient.	Student is able to independently create a digital slideshow with all of the required elements.	Student clearly has control over presentation techniques and creation. Images, graphics, text and other signs of advanced use is present.
<b>Keyboarding</b> <i>whole document</i> Writing: W.5.6	Student is unable to keyboard using proper finger position and techniques.	Student makes an attempt to use proper posture for keyboarding, but has difficulty.	Student consistently uses proper technique, but lacks practice to keyboard at a proficient level.	Student consistently uses proper posture and is able to type at a rate of at least 15WPM with few mistakes.	Student demonstrates advanced keyboarding skills and types at a rate higher than 15WPM with no mistakes.
<b>Short Research Projects</b> <i>whole document</i> Writing: W.5.7	Student does not use research links to support their created presentation.	Student uses less than two of the provided sources to support their presentation.	Student uses 3 sources to support their presentation.	Student uses 4 resources to support their presentation.	Student uses all 5 sources to support their presentation and locates additional, relevant sources independently to support their thinking.
<b>Short Writing</b> <i>whole document</i> Writing: W.5.10	Student is unable to write a 1-2 paragraph reflection in a single sitting without significant adult assistance.	Student is able to write a paragraph of reflective writing in a single sitting with adult assistance.	Student is able to write a 1-2 paragraph reflective writing piece in a single sitting with minimal help from adults or peers.	Student is able to independently write a 2 paragraph reflective writing piece in a single sitting.	Student independently writes more than 2 paragraphs in a single sitting to reflect on their overall learning experience. Attention to detail and direct links to the learning process are noted.