

# ADCT 8 PowerPoint Assignment 2 Rubric

## Teach Me How To Do Something

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

Date: \_\_\_\_\_

Block: \_\_\_\_\_

### Assignment Criteria

### Level

**B: Developing Ideas:** i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected \_\_\_\_\_

0	The student does not reach a standard described by any of the descriptors below.
1-2	The student lists a few basic success criteria for the design of a solution.
3-4	The student constructs a list of the success criteria for the design of a solution.
5-6	The student develops design specifications, which identify the success criteria for the design of a solution.
7-8	The student develops a design specification which outlines the success criteria for the design of a solution based on the data collected.

**C: Creating the solution:** iii. follow the plan to create the solution, which functions as intended \_\_\_\_\_

0	The student does not reach a standard described by any of the descriptors below.
1-2	The student creates the solution, which functions poorly and is presented in an incomplete form.
3-4	The student creates the solution, which partially functions and is adequately presented.
5-6	The student creates the solution, which functions as intended and is presented appropriately.
7-8	The student follows the plan to create the solution, which functions as intended and is presented appropriately.

Did I use these skills to make communication more effective in my presentation?

	You	Teacher
Meaningful filename	<input type="checkbox"/>	<input type="checkbox"/>
Meaningful title	<input type="checkbox"/>	<input type="checkbox"/>
• Name	<input type="checkbox"/>	<input type="checkbox"/>
• Date	<input type="checkbox"/>	<input type="checkbox"/>
Change theme (i.e. not a single colour)	<input type="checkbox"/>	<input type="checkbox"/>
At least 8 steps (9 slides including title)	<input type="checkbox"/>	<input type="checkbox"/>
Good use of contrast (can text be read) and text not too small	<input type="checkbox"/>	<input type="checkbox"/>
Minimize text explanations (slide title and picture)	<input type="checkbox"/>	<input type="checkbox"/>
Use presentation notes (with personal experience)	<input type="checkbox"/>	<input type="checkbox"/>
Use transitions (mouse clicks, proper duration, no advance time)	<input type="checkbox"/>	<input type="checkbox"/>
Use animations (no clicks, use after/with previous, duration)	<input type="checkbox"/>	<input type="checkbox"/>
Images (at least 1 per step, use multiple sources)	<input type="checkbox"/>	<input type="checkbox"/>
• Correct pixel resolution (600-1000 pixels wide)	<input type="checkbox"/>	<input type="checkbox"/>
• Correct aspect ratio (not squashed or stretched)	<input type="checkbox"/>	<input type="checkbox"/>
• Relevance	<input type="checkbox"/>	<input type="checkbox"/>
• Placement (using layout boxes)	<input type="checkbox"/>	<input type="checkbox"/>
• Reduced file size (96 ppi, email)	<input type="checkbox"/>	<input type="checkbox"/>
• Included source links file (use Safari and Textedit)	<input type="checkbox"/>	<input type="checkbox"/>

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**D: Evaluating:** iv. describe the impact of the solution on the client/target audience.

0	The student does not reach a standard described by any of the descriptors below.
1-2	
3-4	The student outlines the impact of the solution on the client/target audience.
5-6	The student describes the impact of the solution on the client/target audience, with guidance.
7-8	The student describes the impact of the solution on the client/target audience.

### **Presentation:**

Teacher

Speaks clearly

Speaks loud enough

Good pace (rehearsed, not too fast)

Makes eye contact with audience

### **Teacher Comments:**