Assessment Tool: Rubric on Assessing PowerPoint Presentation

By Chandrika Muralidhar | Jul 23, 2012

Assessment is an integral part of the education system. Objectivity needs to be the focus for any tool of assessment. While evaluating the work done by a student, a detailed account of how the work has been assessed needs to be discussed with the student. For doing so, there needs to be total clarity while developing a tool for assessing the activity. In this resource the focus is on the assessment of a PowerPoint presentation. As many layers go into the preparation and execution of the presentation a rubric would be the most suitable tool.

A rubric is an assessment tool which takes into account the various criteria based on which a presentation/activity is being evaluated. For each criterion the various levels of clarity are defined and grades/marks are allotted for each level. Levels could be articulated in the following manner – ‘Excellent’, ‘Good’, ‘Average’ and ‘Unsatisfactory’. When the criteria for each level are specified the objectivity of the tool is enhanced.

The most important aspect of any assessment tool is the process of sharing the tool with the student whose work is being assessed and discussing the criteria for evaluation.

**How it Helps**

1. To ensure that the process of assessment is fair and objective.
2. A rubric is a tool which can go into the depth of the activity that is being assessed. It is a tool which also gives the teacher a free hand in deciding criteria and also involving the students in the process.
3. Being a detailed tool, a rubric exposes the students to their strengths and also to areas where improvement could be sought.
4. This is a tool which also helps a teacher to articulate in detail his/her ideas about the way in which any activity could be evaluated.
5. Using of rubrics as a tool of assessment could result in marked improvement in student learning and performance.

**Session 1: Assessment of PowerPoint Presentation**

**Duration of the Session:- 20 minutes (for one presentation)**

**Support Material**

The support material required for a PowerPoint presentation would be:-

1. A computer/laptop which has the presentation loaded in it, or the presentation could be brought in a pendrive
2. A power source/backup in the class where the presentation will be conducted
3. LCD projector
4. Handouts on the important points of the presentation (optional)

**RUBRIC FOR ASSESSING POWERPOINT PRESENTATION**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>UNSATISFACTORY</th>
<th>POINTS/MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>☑ Presents the topic by laying out the overall structure of the presentation</td>
<td>☑ Presents the topic by laying out the overall structure of the presentation</td>
<td>☑ Presents the topic in a sketchy fashion</td>
<td>☑ Directly goes into the first slide without introducing the topic, its structure and duration</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Slide arrangement</td>
<td>Written work</td>
<td>Body Language</td>
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| ◊ Logical sequencing, concise content and clarity of ideas<br>◊ The presentation asks motivating questions<br>◊ Accurate information which includes newspaper articles, interviews, audio recordings etc. | ◊ The text used in the slides is of appropriate size, which is readable by the audience<br>◊ The text is of appropriate length and the colors of the background enhance the readability of the content<br>◊ The content is well spaced with emphasis on headings and subheadings<br>◊ Pictures/graphs/other support material is clear | ◊ Language used in the text of the slides is simple with no errors in grammar and spelling | ◊ Presenter makes constant eye contact with the audience<br>◊ Movement and gestures are welcoming<br>◊ Use of humor at | ◊ Related to the topic<br>◊ Does not state the duration as well as the time and place to ask questions and give feedback/comments | ◊ Narrate stories to create interest in the topic<br>◊ May/may not state the duration of the talk | ◊ Logical sequencing and clarity of ideas<br>◊ Information seems reliable but is not backed by specific references to resources | ◊ Content is vague and does not convey the purpose of the presentation<br>◊ Information contains few facts which do not seem to fit into the presentation<br>◊ References to resources are not made | ◊ Language used in the text of the slides is clear with just a couple of spelling errors | ◊ Language used in the slides has grammatical and spelling errors which make the presentation difficult to comprehend | ◊ Smooth movement and gestures by the presenter which make the presentation lively<br>◊ Steady flow of ideas with confident stance and posture | ◊ Comments and gestures are intimidating and curb questions from the audience<br>◊ Only looks at some people in the audience | ◊ Structure, and aural sense<br>◊ Has unclear sequencing<br>◊ Does not orient the audience to the objectives<br>◊ Does not interest the audience | ◊ Content lacks clarity and logical sequencing<br>◊ Information contains only one or two facts about the topic<br>◊ Information is presented abruptly and is incomplete and/or incorrect | ◊ The text in the slides is easy to read in a few places and not so in the rest of the slides<br>◊ Pictures/graphs/diagrams are clear<br>◊ The content is well spread out in the slides<br>◊ The background and colors used do not enhance readability of the content | ◊ The text in the slides is crowded and lengthy, making it difficult to read<br>◊ The background and colors used are too many making it difficult to read the text<br>◊ The content is arranged in some structure but seems cluttered<br>◊ Diagrams/pictures/graphs are too small to allow reading | ◊ The text is difficult to read as the font size is too small<br>◊ The text is devoid of headings and subheadings<br>◊ The content/pictures/diagrams are cluttered and confusing | ◊ The content is difficult to understand and needs revision
### Pointers to be kept in mind

#### Share the tool with the student

Before any assessment tool is used, it would be beneficial to share it with the student whose work is being assessed. This would help the student to understand the process used in assessment. The student could also be asked for inputs/suggestions for increasing the objectivity of the tool.

#### Personal Reflection

Based on how effective the rubric turned out in the process of assessing a given PowerPoint presentation, the teacher could:

1. Add new criteria (if needed) based on the observations made. Reconsider any criteria if it is coming in the way of objective evaluation
2. Make specific mention of levels which could be improved/changed
3. The teacher has the autonomy to use the tool keeping in mind that subjectivity does not creep in

#### Reference Material


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**Category:** Teacher Development  
**Subject:** Others  
**Board:** All boards  
**Grade/Standard:** Class 6-8  
**Class 9-10**  
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