

Critical Reflections on the Standards Oral Presentation Rubric

Education Department
Saint Mary's College

Criteria/Levels	Beginning (1)	Developing (2)	Proficient (3)	Outstanding (4)
Introduction	Insufficient or missing introduction. The student fails to provide a context by not explaining where s/he is in the Education program and/or where s/he has had field experience.	Student adequately introduces her/himself by providing name, location in the Education program & where s/he has had field experience.	Student offers an interesting anecdote or quote to open, as well as introducing self, locating her/himself in the Education program, & identifying field placements.	Student grabs attention by offering an anecdote or quote that establishes his/her vision of teaching, as well as identifying the student, his/her placement in the program & field experience. Intro provides a smooth transition to the rest of the presentation.
Knowledge of Teacher Performance Standards	Student shows little or no knowledge of Teacher Performance Standards, with no awareness of the Standards' sub points.	Student shows adequate knowledge of Teacher Performance Standards, showing occasional awareness of sub points.	Student shows good knowledge of Teacher Performance Standards, using knowledge of many of the sub points of each standard.	Student shows excellent knowledge of Teacher Performance Standards, including using many/most of the sub points with ease.
Insight into Personal Performance	Student shows little insight into her/his achievement of the Standards.	Student shows adequate insight into her/his achievement of some of the Standards. The student has some teaching experience to support her/his assessment.	Student has good insight into her/his achievement of most/all of the standards, using his/her significant teaching experience to support his/her assessment.	Student has excellent insight into his/her achievement of all Teacher Performance Standards, offering multiple examples from his/her experience to support his/her assessment.
Professionalism	The student is dressed inappropriately and/or seems under-prepared. The student shows little professional pride.	The student is appropriately dressed and/or adequately prepared. The student demonstrates professional pride.	The student is appropriately dressed and has taken obvious time and effort in preparation; clear professional pride is shown.	The student exudes professionalism in all aspects— dress, demeanor, and poise.
Conclusion	Conclusion is inadequate or missing.	Conclusion provides an adequate closure to the presentation by summarizing the student's assessment and offering her/his goals for the next step in the Program.	Conclusion provides an appropriate closure to the presentation by summarizing the student's assessment and offering her/his goals for the next step in the Program and leaving the listener clear on what the student believes a teacher should be.	Conclusion is excellent providing closure, by summarizing the student's assessment, setting goals for performance improvement, and offering inspiration as to where the student hopes to be as a teacher.