



**English as a Medium of Instruction (EMI)
Module 6: Task 2 – Complete 2 Readings
Article 6.2: Sample Rubrics**

Following are three rubrics that could be used for an EMI course: for an oral presentation, a lab report, and participating in discussions. For each rubric, notice the criteria listed on the left side, the levels (and sometimes points) listed along the top, and the performance descriptors inside the rubric. You can use these or other rubrics to create your own for the assignments you have. Also, it is best if you include at least brief overall comments to students when you return their work and the rubric.

For each rubric, notice that there are only three levels across the top. Also, notice that the criteria on the left side are related to the rubric topic (e.g., presentation, lab report, etc.). And you can see that the descriptors are written so that they are similar to each other. For “eye contact,” the wording for “Expert” is similar to “Proficient,” but you can see that the student who has “Expert” eye contact will have consistent eye contact with the audience, whereas for “Proficient,” sometimes the students fails to keep eye contact. The wording for descriptors is clear and concise.

Oral Presentation Rubric

Criteria	Expert	Proficient	Novice
Eye Contact	Student maintains consistent eye contact with audience	Student mostly maintains eye contact with audience	Student mostly fails to maintain eye contact with audience
Posture	Student's posture demonstrates confidence and engagement	Student's posture somewhat demonstrates confidence and engagement	Student's posture may distract from the presentation and suggests lack of confidence and/or engagement
Clarity	Entire presentation is clear; language used is appropriate for audience	Presentation is mostly clear; language is mostly appropriate for audience	Presentation is largely unclear; language is mostly inappropriate for audience
Fluency	Volume, rate, and inflection demonstrate engagement and confidence	Presenter may speak too quickly or slowly at times; speaker may speak too softly or loudly at times	Presenter is often difficult to hear or speaks too quickly or slowly for effective delivery
Organization of Content	Main idea is identified quickly; clear transitions are used between topics; organization is strategic and effective	Main idea is identified; some transitions are used between topics; organization is effective	Main idea may be unclear or difficult to discern from subtopics; order of subtopics is ineffective
Authority	Speaker demonstrates thorough knowledge of topic	Speaker demonstrates knowledge of topic but may depend too much on notecards at times	Speaker does not demonstrate authoritative knowledge on the topic; speaker may read from the slides/web pages
Use of Multimedia	Multimedia images are directly relevant to the overall content, and provide support for the presentation	Multimedia is related to the topic, mostly enhances the presentation, mostly provides support	Multimedia seems unrelated to the topic and/or does not enhance the presentation

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Lab Report Rubric

	Excellent 5 points	Satisfactory 2.5 points	Unsatisfactory 0 points
Title Page	Contains title, student name, instructor name and section	Missing either instructor name or section	No title page
Formatting: typed, spacing	Typed and single spaced	Typed, but not single spaced	Not typed
Grammar and Spelling	No errors; contains complete sentences and no misspellings	A few minor errors in grammar and spelling	Several major errors in grammar and spelling
Formatting: headings	Each section has a heading as described in template	Some sections lack headings	No headings
Hypothesis	Predictions are clearly stated and written as a testable statement	Predictions/expected outcomes are not clearly stated	Not written as a testable statement
Materials	All equipment and materials described; identify variables, controls and constants	Materials incompletely described	No identification of variables, controls and constants
Procedure	Clear step-by step description	Description missing details making it difficult for another scientist to repeat experiment	Description missing so much detail it would be impossible to repeat
Results	Clearly written description of results comparing controls and variables	Results are presented but no comparison between controls and variables are made	No written description of results
Data tables, graphs or charts	Easy to interpret, clear labels, all data, including calculated averages, included	Disorganized (not easy to understand, missing labels) but all data included	Disorganized and or data clearly missing
Conclusion	Clearly explains acceptance or rejection of hypothesis using data to support conclusion; identifies sources of error	Accepts or rejects hypothesis but does not use data to explain why; or does not identify sources of error	Does not explain conclusion and does not identify sources of error
			Total _____out of 50 points

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Participating in Discussions Rubric

Criteria	Expert	Proficient	Novice
Inightful contributions	Contributions to discussion demonstrate full and insightful understanding of material	Contributions to discussion demonstrate basic understanding of material	Contributions to discussion suggest student has not read or thought much about the material
Regularity of contributions	Contributions to discussion are frequent	Student sometimes offers contributions to discussion	Student seldom (if ever) offers contributions
Application of Material	Student demonstrates ability to apply material to current workshop	Student demonstrates some ability to apply material to current workshop	Student demonstrates little to no ability to apply material to current workshop

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Sample comment included on an oral presentation rubric, given to a student:

“Thank you for your hard work for this presentation, Jose. I can tell that you practiced and have studied the topic. Be sure for next time to speak more slowly and clearly so that we can best understand you.”