

**Extraits du livre :**

Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, Va: Association for Supervision and Curriculum Development.

**Figure 3.7 An Annotated Rubric**

	<b>Presentation</b>	<b>Content</b>
<p><b>Exemplary</b>  <i>The class enjoyed listening! Your information about Washington's early life was very interesting.</i></p>	<ul style="list-style-type: none"> <li>• Delivery</li> <li>• Visuals</li> <li>• Sense of audience</li> </ul> <p>Eye contact is frequent.                      Projection and volume are appropriate.                      Visual aids, handouts (if used) convey content meaningfully.                      Class is involved in at least one meaningful interaction, questioning, or discussion.</p>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Clarity</li> <li>• Importance</li> </ul> <p>Content makes sense.                      Information is clear and complete.                      Importance of topic (and why chosen) is explained thoroughly.</p>
<p><b>Adequate</b>  <i>You only asked the class to clap and tell what they liked. They weren't involved in the topic itself. Also, I wanted to hear more about what George Washington did in the Revolution.</i></p>	<p>Eye contact is occasional.                      Projection and volume are mostly appropriate.                      Visual aids, handouts (if used) are somewhat meaningful.                      Class is involved, though involvement may not be substantial.</p>	<p>Some content makes sense.                      Some information is clear and complete.                      Importance of topic (and why chosen) is explained.</p>
<p><b>Inadequate</b></p>	<p>Eye contact is infrequent.                      Projection and volume are inappropriate.                      Visual aids, handouts (if used) are not meaningful.                      Class is not involved.</p>	<p>Content makes little sense.                      Information is unclear and incomplete.                      Importance of topic (and why chosen) is not explained.</p>

**Figure 3.9 Annotated Lab Report Cover Sheet**

Name _____		Date _____
Class _____		
<b>LAB REPORT EVALUATION</b>		
Criteria for Each Section	Points	Comments
<u>Introduction</u> (15 points) Background information on topic is clear, accurate, sufficient. Purpose of lab or hypothesis is stated clearly in proper form	15	
<u>Method</u> (15 points) Materials are described clearly, accurately, completely. Procedure is described clearly, accurately, completely. Diagram of setup (if needed) is clear, accurate, complete.	15	
<u>Results</u> (15 points) Data display (tables, graphs) is appropriate, clear, complete. Drawings (if needed) are clear, neat/readable, complete. Labels in tables, graphs, or drawings include proper units. Tables, graphs, or drawings have proper titles. Text describes what happened in the lab. Text describes how the data were analyzed and the tables, graphs, or drawings that resulted.	10	<i>Include a line graph with days on the x-axis to show the changes in humidity over time. Your summary statistics were good, but the point of the lab is change over time.</i>
<u>Conclusions</u> (15 points) Results are discussed according to the hypothesis or lab purpose. Conclusions are logical. Writing is clear. Importance of findings (relation to more general principles in the topic area) is discussed. Limitations of findings and sources of error are described. Further experiments are suggested (if appropriate).	15	<i>It sounds like you really understand what you did!</i>
<u>Bibliography</u> (5 points) References are included if needed. References are in proper format.	—	
<u>Total</u> (60 or 65 points, depending on whether bibliography is needed)	55/60 92%	