



# Rubrics 101

## Commit to Rubrics: A Connecting Factor that Impacts Healthcare Interpreting from the Classroom to the Workplace

### *Guest Trainers:*

Zarita Araújo-Lane, MSW, LICSW

Vera Duarte, MA

Andrew Jerger, CHI™, CMI

### *Webinar Work Group Hosts:*

*Eliana Lobo & Rachel Herring*

February 19, 2015

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# Housekeeping

- This session is being recorded
- Certificate of Attendance
  - \*must attend full 90 minutes
  - \*trainerswebinars@ncihc.org
- Audio and technical problems



- Questions to organizers
- Q & A
- Twitter #NCIHCWebinar

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# Welcome!

## Guest Trainers:



Zarita  
Araújo-Lane,  
MSW, LICSW



Vera  
Duarte,  
MA



Andrew  
Jerger,  
CHI™, CMI

**Although We Can not See Each Other  
We Can Learn Together!**



**Commit to Rubrics:  
A Connecting Factor that Impacts HealthCare  
Interpreting from the Classroom to the Workplace**



# How *do* learners...learn?

## Another perspective

**Visual** = show me how

**Auditory** = tell me how

**Kinesthetic** = let me try

### **Straight into the Deep End?**

A Systematic Approach to  
Skill Acquisition and  
Goal-Setting in Interpreter  
Training

By Guest Trainer:  
Rachel E. Herring, M.A.

July 24, 2014



NAME \_\_\_\_\_

TOTAL SCORE = \_\_\_\_\_ (out of 12)

**Sample Writing Rubric**

	<b>1 = minimal</b>	<b>2 = adequate</b>	<b>3 = strong</b>	<b>4 = outstanding</b>
<b>Mechanics</b>	Many spelling, grammar, and punctuation errors; sentence fragments; incorrect use of capitalization	Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper- and lowercase	Few spelling and grammar errors; correct punctuation; complete sentences	Correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization
<b>Ideas &amp; Content</b>	Key words are not near the beginning; no clear topic; no beginning, middle, and end; ideas are not ordered	Main idea or topic is in first sentence; semidefined topic; attempts beginning, middle and end sections; some order of main idea and details in sequence	Good main idea or topic sentence; main idea is fairly broad; has good beginning, middle, and end sections; main idea and details are sequential, as appropriate	Interesting, well-stated main idea or topic sentence; uses logical plan with an effective beginning, middle, and end; good flow of ideas from topic sentence to details in sequence
<b>Peer Interaction</b>	Uncooperative, off task, unproductive	Works with partner most of the time	Effectively works with partner; participates in discussions most of the time	Consistently and actively works with partner; contributes knowledge, opinions, and skills

COMMENTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Learning Objectives

- Understand the importance of rubrics
- Understand the different components of rubrics
- Apply this new knowledge to develop rubrics for healthcare interpreting trainings

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**K**

What do you think you **KNOW** about Rubrics for healthcare interpreter trainings?

**W**

What do you **WANT** to know?

**L**

What did you **LEARN?**



- What do you think you KNOW about Rubrics for healthcare interpreter trainings?



**POLL** -Take a few seconds and think!



## **Poll #1**

**What do you think that you know about Rubrics for healthcare interpreter trainings?**





# Poll #1 Results



.....Knowledge of Rubrics

- Why The Apple?



# Our Experiences:

**Pre quizzes** (*True- False*)

**Role-Plays** (Additions, omissions, distortions, register, flow)

**Mid term paper** (*Looked for clarity and support information*)

**Final written and oral exams** (*True-False, application of standards that supported open ended ethical and cross cultural questions*)

**Other Activities** (*Variables, homework, class participation*)



# Sample Rubric-Role Play Practice



## Areas Observed:

### > Accuracy:

Was the interpreter prepared for the vocabulary?

Register: _____		Yes	No	N/A
Omissions: _____	a. Organs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additions: _____	b. Immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distortions: _____	c. Body Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation: _____	d. Common Illnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker's emotions conveyed?	e. Common Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Common Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Medical Titles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Medical Professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Symptoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Pain Terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain: \_\_\_\_\_

### > Technique:

Yes No N/A

### Memory Aids:

	Yes	No	N/A
General flow: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow when requesting clarification: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speed: \_\_\_\_\_ Eye Contact: \_\_\_\_\_

Distracting Habits: \_\_\_\_\_

How often did the interpreter interrupt the session? 1 2 3



## Oral Exam-One point per word

MD: Hello, Mr. N, I am Dr. Severs, and I have spoken to Kevin about your case. How is your knee pain?	
Mr. N: Well, every time I take a step, it feels like there is a nail in my knee. I twisted the knee and it is very painful.	
MD: Can you bend the knee?	
Mr. N: Only so far. Maybe 30 degrees.	
MD: Does your knee ever buckle? (give way).	
Mr. N: No, not so far. But I am concerned because usually when I twist or hurt something, it is better in four or five days. I am still hurting after six weeks.	
MD: Well, Mr. N, let me examine your knee and we'll talk about that and what the MRI showed.	
Mr. N: OK.	
(MD:examines patient)	

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## Sample Oral Exam (segment)

Doctor: Well, Mr. Nelson, the exam shows tenderness along your medial joint line.

1                      3                      3                      10                      10

You have an effusion. However, your ligaments are strong and are not damaged.

1                      10                      1                      10                      3                      3

The MRI shows that you have horn your medial meniscus. It is flapping in the

10                      3                      10                      10                      10

breeze, so to speak, and I think you will need surgery to fix this.

10                      3                      3                      3                      3

Mr. Nelson: I will need surgery at my age?

1                      3                      3                      1

\_\_\_\_\_/128



# Understand the importance of rubrics

## GOAL ONE

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# Student Evaluations

A photograph of a student evaluation form. It features a vertical list of five evaluation categories, each preceded by a square checkbox. The categories are 'Excellent', 'Very good', 'Good', 'Average', and 'Poor'. A red checkmark is visible in the 'Excellent' checkbox, indicating it has been selected.

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# What Are Rubrics?

*“A rubric defines the features of work that constitute quality. It is the mechanism for judging the quality of student work.”*

Arter and Chappuis



# What Are Rubrics?

- Clearly define the performance expectations for an assignment





# What Are Rubrics?

## Two Major Types

- 1) Holistic
- 2) Analytical

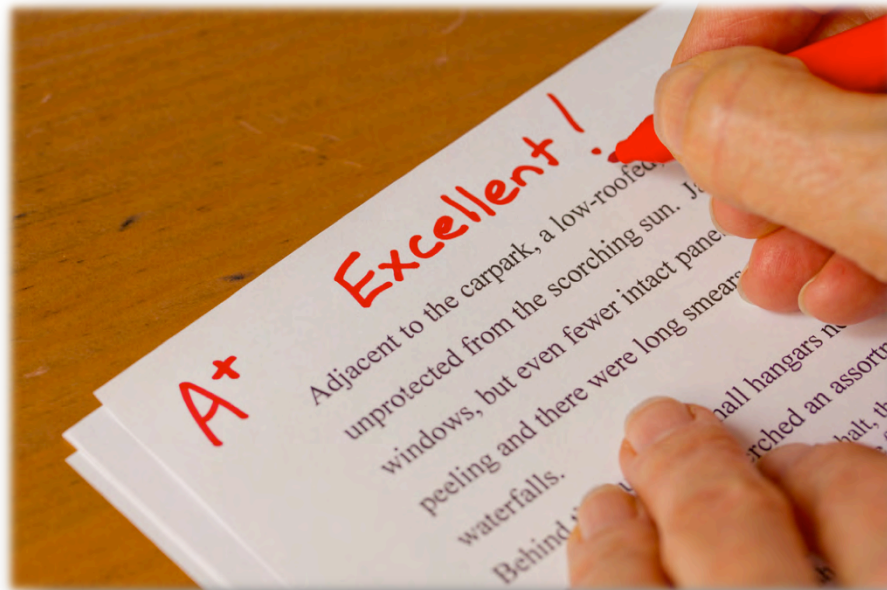




# What Are Rubrics?

## HOLISTIC RUBRICS

- **single score** for an entire product or performance





## Oral Presentation Rubric

### Mastery

- usually makes eye contact
- volume is always appropriate
- enthusiasm present throughout presentation
- summary is completely accurate

### Proficiency

- usually makes eye contact
- volume is usually appropriate
- enthusiasm is present in most of presentation
- only one or two errors in summary

### Developing

- sometimes makes eye contact
- volume is sometimes appropriate
- occasional enthusiasm in presentation
- some errors in summary

### Inadequate

- never or rarely makes eye contact
- volume is inappropriate
- rarely shows enthusiasm in presentation
- many errors in summary



# What Are Rubrics?

## **ANALYTICAL RUBRICS**

- divides a performance or assignment into separate, specific areas that are to be evaluated

NAME \_\_\_\_\_

TOTAL SCORE = \_\_\_\_\_ (out of 12)

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COMMENTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Why Rubrics?

help **teachers**:

- identify and define learning objectives
- grade consistently and objectively
- provide feedback



# Why Rubrics?

help **students**:

- Understand teacher expectations
- Understand grading process
- Self assess their progress
- Improve their quality of work through descriptive feedback



# Why Rubrics?

1. What are your learning objectives for the course?
2. What do you want to measure?
3. Why do you want to measure this piece?
4. How often?
5. Who will use it?



# Why Rubrics?

- Examples
  - Essay
  - Oral Presentation
  - Role-play practice
  - Written Exam
  - Oral Exam



# Rubric **of** Learning Vs. Rubric **for** Learning



# Why Rubrics?

## Rubric of Learning

- Measures Proficiency

- Exams, Tests

- Letter grades

- ☐ A, B, F

- ☐ Great ✓

- ☐ Poor ✗





# Why Rubrics?

## Rubric **for** Learning

- **Defines and Outlines desired skills or results**
  - **Clearly explains what you expect from the students**
  - **Promotes transparency**



# Why Rubrics?

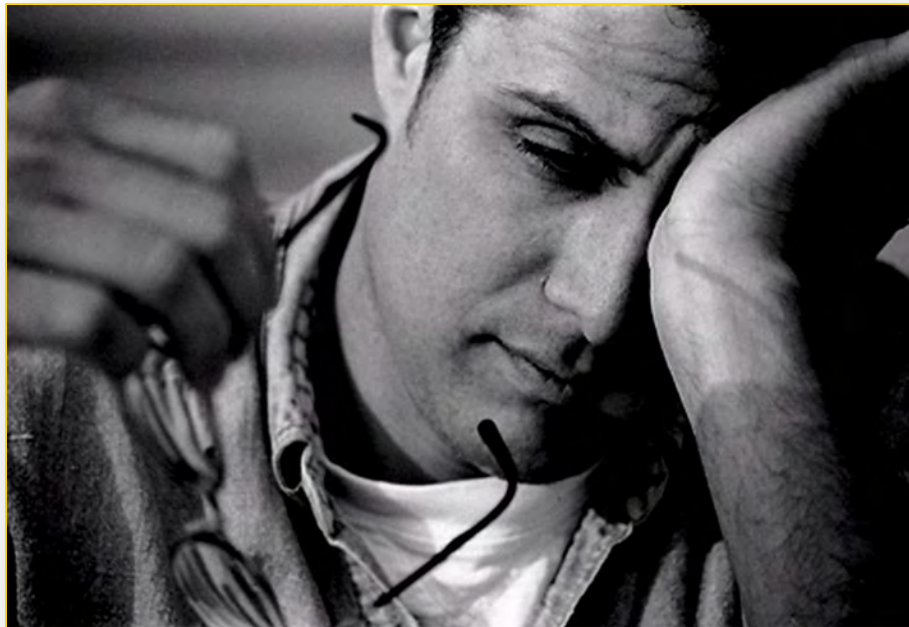
*You did well!*





# Why Rubrics?

*I was expecting more  
from you.*





# Why Rubrics?

“Guided practice: Instruction dedicates a significant amount of time to guided practice, gives students directed feedback, and monitors their skill development (especially in message conversion).”



## Poll #2

**In order to measure Interpreting Skills on a per class basis would you use a .....?**

**Rubric of Learning**  
**Vs.**  
**Rubric for Learning**





# Poll #2 Results



Rubric **of** Learning

Vs.

Rubric **for** Learning



# Review

## Importance of Rubrics

- What are Rubrics?
- Benefits-Teachers
- Benefits-Students
- Rubric **of** Learning

vs.

Rubric **for** Learning



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# Understand the Components of a Rubric

## GOAL TWO

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## Steps to Develop Rubrics

“Do I know the difference between successful and unsuccessful performance and can I convey that difference in meaningful terms to my students?” (R.J. Stiggins)



## Steps to Develop Rubrics

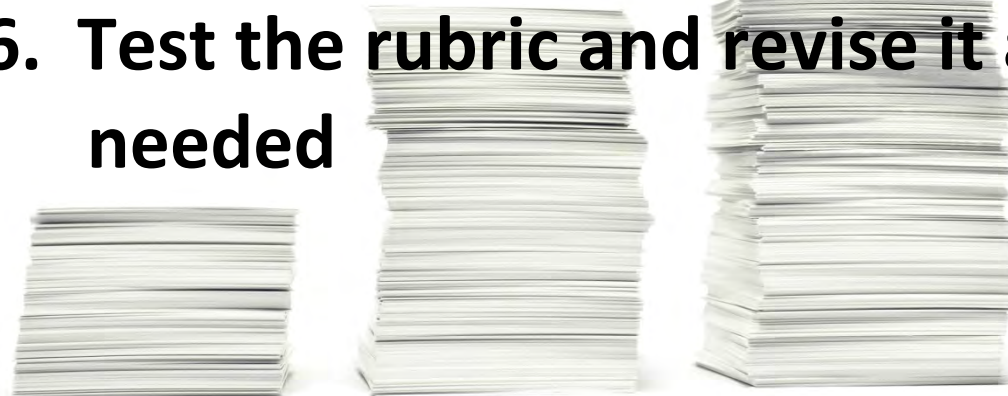
1. Choose a learning target
2. Brainstorm quality performance
3. Collect samples of existing rubrics  
& Gather samples of student work





## Steps to Develop Rubrics

- 4. Analyze and sort samples of student work**
- 5. Decide on a scale of performance**
- 6. Test the rubric and revise it as needed**





# Steps to Develop Rubrics

## 1. Choose a Learning Target

- What is the task you are asking students to perform?
- Define your assignment or project – what do you want your students to know and be able to do?





# Steps to Develop Rubrics

## 2. Brainstorm-quality performance

- Describe the characteristics of a quality performance – the **criteria** of the task





## Steps to Develop Rubrics

### 3. Collect Samples of Existing Rubrics & Gather Samples of Student Work

- Collect available existing rubrics and descriptions of performance
- Gather actual rubric language
- Gather at least 20 samples of student work that represent the broadest range of student performance for that learning target (assessment)
- A variety of samples helps ensure that all important general criteria end up on the final rubric



## Steps to Develop Rubrics


### 4. Analyze and Sort Samples of Student Work

- Examine the samples of student work
- Sort the samples into three stacks, representing your evaluation of them as strong, medium, and weak (or proficient, developing, and beginning)
- Write down your reasons. Be as descriptive as possible.
- Better if done in teams. Each member does this independently and then determine the consensus



## Steps to Develop Rubrics

### 4. Analyze and Sort Samples of Student Work

- Goal of this activity:  
develop a list of the reasons why you place each sample in its respective stack
- 
- These reasons or descriptive statements will form the core of your **rubric descriptors**.





## Steps to Develop Rubrics

### 5. Decide on a scale of performance

- Develop a rating scale with the levels of mastery

- ☒ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor



Expert



## Steps to Develop Rubrics

### 6. Test the rubric and revise it as needed

- Test the rubric
- Write down how it can be improved
- Revise



*Remember:*

*Rubrics are always works in progress!*



# Components of a Rubric

- 1. Criteria**
- 2. Descriptors**
- 3. Scale**





# Components of a Rubric

## 1. Criteria



# **Role-Play Evaluation Form** (Mark all that apply)

Name \_\_\_\_\_

Date \_\_\_\_\_ Role-play # \_\_\_\_\_



Presentation Style	Levels of Mastery		
	Superior	Intermediate	Beginner
<ul style="list-style-type: none"> <li><b>Voice Quality</b></li> </ul>	<input type="checkbox"/> Always spoke using appropriate pace, pitch and volume <input type="checkbox"/> Always spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Rarely spoke using appropriate pace, pitch and volume <input type="checkbox"/> Rarely spoke clearly, fluently, eloquently & coherently
<ul style="list-style-type: none"> <li><b>Eye Contact</b></li> </ul>	<input type="checkbox"/> Always able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>always</b> friendly <input type="checkbox"/> Eye contact <b>always</b> showed appropriate interest and care for both parties	<input type="checkbox"/> Usually able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>usually</b> friendly <input type="checkbox"/> Eye contact <b>usually</b> shows appropriate interest and care for both parties	<input type="checkbox"/> Rarely looked at speaker <input type="checkbox"/> Stared at speaker, made speaker feel uncomfortable <input type="checkbox"/> Eye contact was piercing
<ul style="list-style-type: none"> <li><b>Body Language</b></li> </ul>	<input type="checkbox"/> Always observed and mimicked speakers' gestures <input type="checkbox"/> Body language <b>always</b> communicated concern and care for both parties	<input type="checkbox"/> Usually mimicked speakers' gestures <input type="checkbox"/> Body language <b>usually</b> communicates concern and care for both parties	<input type="checkbox"/> Did not observe and mimic speakers' gestures <input type="checkbox"/> Acted disinterested, bored
<ul style="list-style-type: none"> <li><b>Posture</b></li> </ul>	<input type="checkbox"/> Always sat or stood in a professional manner	<input type="checkbox"/> Usually sat or stand in a professional manner but not always	<input type="checkbox"/> Slouched, sat or stood in an overly casual manner
<ul style="list-style-type: none"> <li><b>Tone</b></li> </ul>	<input type="checkbox"/> Always mimicked the exact style and tone of speaker	<input type="checkbox"/> Usually mimicked the style and tone of speaker	<input type="checkbox"/> Rarely mimicked the style and tone of speaker
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# Components of a Rubric

## 2. Descriptors



# **Role-Play Evaluation Form** (Mark all that apply)

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• <b>Posture</b>	<input type="checkbox"/> Always sat or stood in a professional manner	<input type="checkbox"/> Usually sat or stand in a professional manner but not always	<input type="checkbox"/> Slouched, sat or stood in an overly casual manner
• <b>Tone</b>	<input type="checkbox"/> Always mimicked the exact style and tone of speaker	<input type="checkbox"/> Usually mimicked the style and tone of speaker	<input type="checkbox"/> Rarely mimicked the style and tone of speaker
• <b>Flow</b>	<input type="checkbox"/> No long pauses <input type="checkbox"/> Flow was <b>always</b> smooth <input type="checkbox"/> Always mimicked pace of original speaker	<input type="checkbox"/> At times pauses were too long <input type="checkbox"/> Flow was <b>usually</b> smooth <input type="checkbox"/> Usually mimicked pace of original speaker	<input type="checkbox"/> Frequent long pauses <input type="checkbox"/> Flow was <b>rarely</b> smooth <input type="checkbox"/> Rarely mimicked pace of original speaker

# **Role-Play Evaluation Form** (Mark all that apply)

Name \_\_\_\_\_

Date \_\_\_\_\_ Role-play # \_\_\_\_\_



Presentation Style	Levels of Mastery		
	Superior	Intermediate	Beginner
• <b>Voice Quality</b>	<input type="checkbox"/> Always spoke using appropriate pace, pitch and volume <input type="checkbox"/> Always spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Rarely spoke using appropriate pace, pitch and volume <input type="checkbox"/> Rarely spoke clearly, fluently, eloquently & coherently
• <b>Eye Contact</b>	<input type="checkbox"/> Always able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>always</b> friendly <input type="checkbox"/> Eye contact <b>always</b> showed appropriate interest and care for both parties	<input type="checkbox"/> Usually able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>usually</b> friendly <input type="checkbox"/> Eye contact <b>usually</b> shows appropriate interest and care for both parties	<input type="checkbox"/> Rarely looked at speaker <input type="checkbox"/> Stared at speaker, made speaker feel uncomfortable <input type="checkbox"/> Eye contact was piercing
• <b>Body Language</b>	<input type="checkbox"/> Always observed and mimicked speakers' gestures <input type="checkbox"/> Body language <b>always</b> communicated concern and care for both parties	<input type="checkbox"/> Usually mimicked speakers' gestures <input type="checkbox"/> Body language <b>usually</b> communicates concern and care for both parties	<input type="checkbox"/> Did not observe and mimic speakers' gestures <input type="checkbox"/> Acted disinterested, bored
• <b>Posture</b>	<input type="checkbox"/> Always sat or stood in a professional manner	<input type="checkbox"/> Usually sat or stand in a professional manner but not always	<input type="checkbox"/> Slouched, sat or stood in an overly casual manner
• <b>Tone</b>	<input type="checkbox"/> Always mimicked the exact style and tone of speaker	<input type="checkbox"/> Usually mimicked the style and tone of speaker	<input type="checkbox"/> Rarely mimicked the style and tone of speaker
• <b>Flow</b>	<input type="checkbox"/> No long pauses <input type="checkbox"/> Flow was <b>always</b> smooth <input type="checkbox"/> Always mimicked pace of original speaker	<input type="checkbox"/> At times pauses were too long <input type="checkbox"/> Flow was <b>usually</b> smooth <input type="checkbox"/> Usually mimicked pace of original speaker	<input type="checkbox"/> Frequent long pauses <input type="checkbox"/> Flow was <b>rarely</b> smooth <input type="checkbox"/> Rarely mimicked pace of original speaker



## Components of a Rubric

# 3. Scale



# **Role-Play Evaluation Form** (Mark all that apply)

Name \_\_\_\_\_

Date \_\_\_\_\_ Role-play # \_\_\_\_\_



Presentation Style	Levels of Mastery		
	Superior	Intermediate	Beginner
<ul style="list-style-type: none"> <li><b>Voice Quality</b></li> </ul>	<input type="checkbox"/> Always spoke using appropriate pace, pitch and volume <input type="checkbox"/> Always spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Rarely spoke using appropriate pace, pitch and volume <input type="checkbox"/> Rarely spoke clearly, fluently, eloquently & coherently
<ul style="list-style-type: none"> <li><b>Eye Contact</b></li> </ul>	<input type="checkbox"/> Always able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>always</b> friendly <input type="checkbox"/> Eye contact <b>always</b> showed appropriate interest and care for both parties	<input type="checkbox"/> Usually able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>usually</b> friendly <input type="checkbox"/> Eye contact <b>usually</b> shows appropriate interest and care for both parties	<input type="checkbox"/> Rarely looked at speaker <input type="checkbox"/> Stared at speaker, made speaker feel uncomfortable <input type="checkbox"/> Eye contact was piercing
<ul style="list-style-type: none"> <li><b>Body Language</b></li> </ul>	<input type="checkbox"/> Always observed and mimicked speakers' gestures <input type="checkbox"/> Body language <b>always</b> communicated concern and care for both parties	<input type="checkbox"/> Usually mimicked speakers' gestures <input type="checkbox"/> Body language <b>usually</b> communicates concern and care for both parties	<input type="checkbox"/> Did not observe and mimic speakers' gestures <input type="checkbox"/> Acted disinterested, bored
<ul style="list-style-type: none"> <li><b>Posture</b></li> </ul>	<input type="checkbox"/> Always sat or stood in a professional manner	<input type="checkbox"/> Usually sat or stand in a professional manner but not always	<input type="checkbox"/> Slouched, sat or stood in an overly casual manner
<ul style="list-style-type: none"> <li><b>Tone</b></li> </ul>	<input type="checkbox"/> Always mimicked the exact style and tone of speaker	<input type="checkbox"/> Usually mimicked the style and tone of speaker	<input type="checkbox"/> Rarely mimicked the style and tone of speaker
<ul style="list-style-type: none"> <li><b>Flow</b></li> </ul>	<input type="checkbox"/> No long pauses <input type="checkbox"/> Flow was <b>always</b> smooth <input type="checkbox"/> Always mimicked pace of original speaker	<input type="checkbox"/> At times pauses were too long <input type="checkbox"/> Flow was <b>usually</b> smooth <input type="checkbox"/> Usually mimicked pace of original speaker	<input type="checkbox"/> Frequent long pauses <input type="checkbox"/> Flow was <b>rarely</b> smooth <input type="checkbox"/> Rarely mimicked pace of original speaker



# Review

1. Choose a learning target
2. Brainstorm quality performance
3. Collect samples of existing rubrics  
& Gather samples of student work
4. Analyze and sort samples of  
student work
5. Decide on a scale of performance
6. Test the rubric and revise it as  
needed



# Apply this new knowledge to develop rubrics for healthcare interpreting trainings

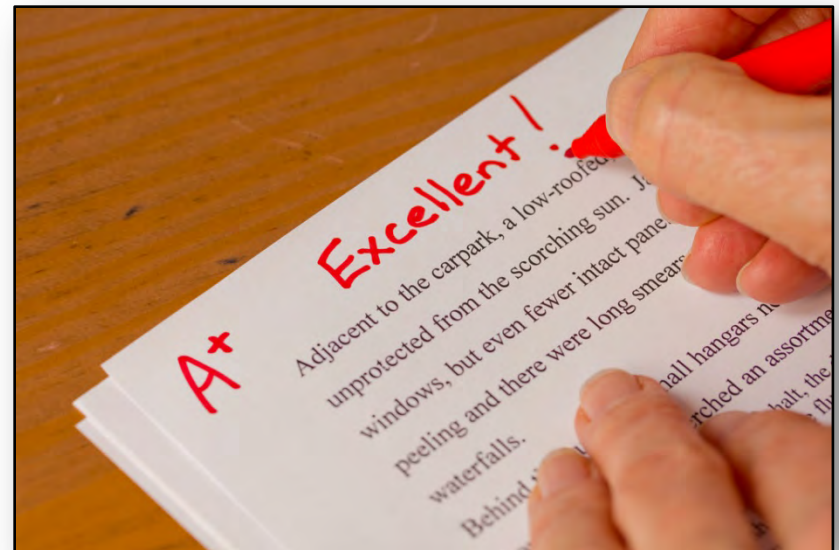
## GOAL THREE

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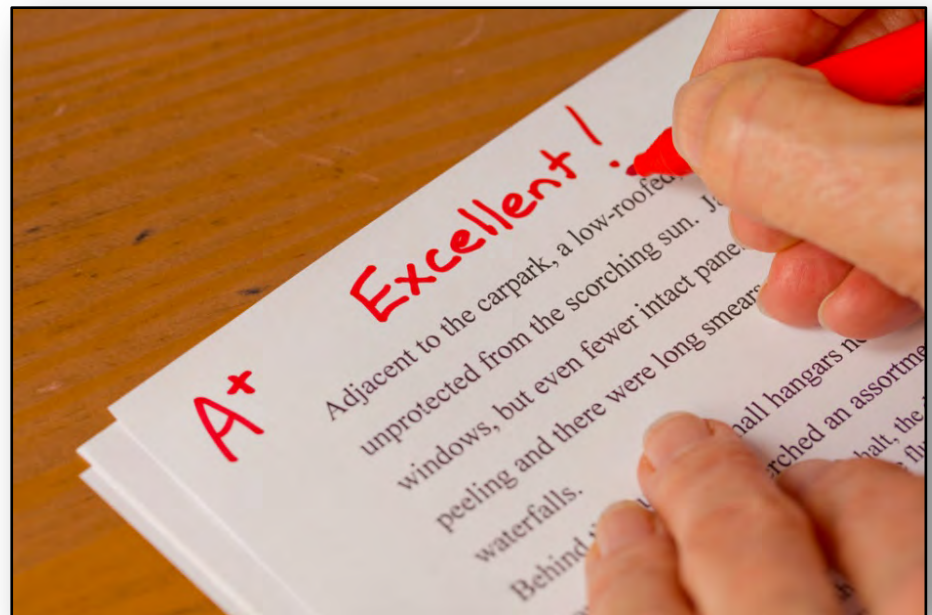


- Examples
  - Essay **Of**
  - Oral Presentation **Of**
  - Role-play practice **For**
  - Written Exam **Of**
  - Oral Exam **Of**





- Examples
  - Oral Presentation **Of**
  - Role-play practice **For**
  - Oral Exam **Of**





# Rubric for Learning

- Set expectations for students
- Easy to understand
- Promotes transparency
- Saves time and frustration





# Rubric for Learning

## Rubric for Role-play Practice

- What are the skills that the student needs to have in order to become a skilled healthcare interpreter?





# Rubric for Learning

## List of Wants

### Properly use memory aids

- Note-taking
- Anchoring





# Rubric for Learning

## List of Wants

**Ethical**

**Accuracy**

**Roles of the Interpreter**





# Rubric for Learning

## List of Wants



### Presentation Style

- Speak clearly
- Appropriate Flow
- Posture
- Professional Manner
- No gum or food

# Sample Rubric-Role Play Practice



## Areas Observed:

### > Accuracy:

Was the interpreter prepared for the vocabulary?

Register: _____		Yes	No	N/A
Omissions: _____	a. Organs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additions: _____	b. Immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distortions: _____	c. Body Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation: _____	d. Common Illnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker's emotions conveyed?	e. Common Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Common Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Medical Titles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Medical Professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Symptoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Pain Terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain: \_\_\_\_\_

### > Technique:

Yes No N/A

### Memory Aids:

	Yes	No	N/A
General flow: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow when requesting clarification: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speed: \_\_\_\_\_ Eye Contact: \_\_\_\_\_

Distracting Habits: \_\_\_\_\_

How often did the interpreter interrupt the session? 1 2 3



# Rubric for Learning

## Rubric for Role Play Practice

- Clearly define “Well” or “Excellent”
- What would a perfect interpreting performance look and sound like?
- Write it down





# Rubric for Learning

## Rubric for Role Play Practice

- Clearly define “Poor” or “Inadequate”
- What would a poor interpreting performance look and sound like?
- Write it down



# **Role-Play Evaluation Form** (Mark all that apply)

Name \_\_\_\_\_

Date \_\_\_\_\_ Role-play # \_\_\_\_\_



	Levels of Mastery		
	Superior	Intermediate	Beginner
<b>Presentation Style</b>			
• <b>Voice Quality</b>	<input type="checkbox"/> Always spoke using appropriate pace, pitch and volume <input type="checkbox"/> Always spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Rarely spoke using appropriate pace, pitch and volume <input type="checkbox"/> Rarely spoke clearly, fluently, eloquently & coherently
• <b>Eye Contact</b>	<input type="checkbox"/> Always able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>always</b> friendly <input type="checkbox"/> Eye contact <b>always</b> showed appropriate interest and care for both parties	<input type="checkbox"/> Usually able to use memory aids effectively and maintain eye contact <input type="checkbox"/> Eye contact was <b>usually</b> friendly <input type="checkbox"/> Eye contact <b>usually</b> shows appropriate interest and care for both parties	<input type="checkbox"/> Rarely looked at speaker <input type="checkbox"/> Stared at speaker, made speaker feel uncomfortable <input type="checkbox"/> Eye contact was piercing
• <b>Body Language</b>	<input type="checkbox"/> Always observed and mimicked speakers' gestures <input type="checkbox"/> Body language <b>always</b> communicated concern and care for both parties	<input type="checkbox"/> Usually mimicked speakers' gestures <input type="checkbox"/> Body language <b>usually</b> communicates concern and care for both parties	<input type="checkbox"/> Did not observe and mimic speakers' gestures <input type="checkbox"/> Acted disinterested, bored
• <b>Posture</b>	<input type="checkbox"/> Always sat or stood in a professional manner	<input type="checkbox"/> Usually sat or stand in a professional manner but not always	<input type="checkbox"/> Slouched, sat or stood in an overly casual manner
• <b>Tone</b>	<input type="checkbox"/> Always mimicked the exact style and tone of speaker	<input type="checkbox"/> Usually mimicked the style and tone of speaker	<input type="checkbox"/> Rarely mimicked the style and tone of speaker
• <b>Flow</b>	<input type="checkbox"/> No long pauses <input type="checkbox"/> Flow was <b>always</b> smooth <input type="checkbox"/> Always mimicked pace of original speaker	<input type="checkbox"/> At times pauses were too long <input type="checkbox"/> Flow was <b>usually</b> smooth <input type="checkbox"/> Usually mimicked pace of original speaker	<input type="checkbox"/> Frequent long pauses <input type="checkbox"/> Flow was <b>rarely</b> smooth <input type="checkbox"/> Rarely mimicked pace of original speaker

## Page 1 Bottom Portion

Accuracy			
• Use of Register	<input type="checkbox"/> Always matched register <input type="checkbox"/> Always consulted speaker when necessary to explore adjusting register <input type="checkbox"/> Always noticed that the patient had difficulty understanding message and alerted provider	<input type="checkbox"/> Usually matched register <input type="checkbox"/> Usually consulted speaker when necessary to explore adjusting register <input type="checkbox"/> Usually noticed that the patient had difficulty understanding message and alerted provider	<input type="checkbox"/> Rarely matched register <input type="checkbox"/> Rarely consulted speaker when necessary to explore adjusting register <input type="checkbox"/> Did not notice that the patient had difficulty understanding message
• Corrects Errors	<input type="checkbox"/> Always used appropriate language to correct mistake <input type="checkbox"/> Corrected immediately	<input type="checkbox"/> Usually used appropriate language to correct mistake <input type="checkbox"/> At times does not identify who made the mistake <input type="checkbox"/> Waited to correct error	<input type="checkbox"/> Did not correct errors <input type="checkbox"/> Rarely used appropriate language to correct mistake
• Pronunciation-Eng.	<input type="checkbox"/> Minimal medical terminology mistakes <input type="checkbox"/> Always accepts suggestions on pronunciation <input type="checkbox"/> Frequently used resources to ensure proper pronunciation	<input type="checkbox"/> Occasional medical terminology mistakes <input type="checkbox"/> Usually accepts suggestions on pronunciation <input type="checkbox"/> At times used resources to encounter proper pronunciation	<input type="checkbox"/> Frequent medical terminology mistakes <input type="checkbox"/> Rarely accepts suggestions on pronunciation <input type="checkbox"/> Did not use resources to encounter proper pronunciation
• Pronunciation-TL	<input type="checkbox"/> Minimal medical terminology mistakes <input type="checkbox"/> Always accepts suggestions on pronunciation <input type="checkbox"/> Frequently used resources to ensure proper pronunciation	<input type="checkbox"/> Occasional medical terminology mistakes <input type="checkbox"/> Usually accepts suggestions on pronunciation <input type="checkbox"/> At times used resources to encounter proper pronunciation	<input type="checkbox"/> Frequent medical terminology mistakes <input type="checkbox"/> Rarely accepts suggestions on pronunciation <input type="checkbox"/> Did not use resources to encounter proper pronunciation
Ethics	<input type="checkbox"/> Always followed Standards of Practice even though, not in personal agreement	<input type="checkbox"/> Usually followed Standards of Practice even though, not in personal agreement	<input type="checkbox"/> Rarely followed the Standards of Practice
Memory, Use of Memory	<input type="checkbox"/> Able to retain long utterances <input type="checkbox"/> Always recognized when unable to recall key items of info.	<input type="checkbox"/> Able to retain medium length utterances <input type="checkbox"/> Usually recognized when unable to recall key items of info.	<input type="checkbox"/> Only able to retain short utterances <input type="checkbox"/> Rarely recognized when unable to recall key items of info.
Vocabulary	<input type="checkbox"/> Looked up all unknown words in role-play	<input type="checkbox"/> Looked up most of the unknown words in role-play	<input type="checkbox"/> Only looked up a few unknown words in role-play



# Review

## Rubric for Learning

- Set expectations for students
- Easy to understand
- Promotes transparency
- Saves time and frustration



# Rubric **of** Learning

- Final Oral Exam
- Oral Presentation

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# Rubric of Learning

## Final Oral Exam

- What do you want to measure?
- What is measureable?
  - Syllabus-Learning Objectives
  - 1) Accuracy
  - 2) Presentation Style
  - 3) Technique





# Rubric of Learning

## Final Oral Exam

- Grading
  - Group effort-make take some time
  - Complicated (Grade needs to reflect performance)
- Final Oral Exam
  - What does a quality performance look like?
  - What should be the passing grade?
  - How important is *Presentation Style* and *Technique*?



## Sample Oral Exam (segment)

Doctor: Well, Mr. Nelson, the exam shows tenderness along your medial joint line.

1                      3                      3                      10                      10

You have an effusion. However, your ligaments are strong and are not damaged.

1                      10                      1                      10                      3                      3

The MRI shows that you have horn your medial meniscus. It is flapping in the

10                      3                      10                      10                      10

breeze, so to speak, and I think you will need surgery to fix this.

10                      3                      3                      3                      3

Mr. Nelson: I will need surgery at my age?

1                      3                      3                      1

\_\_\_\_\_/128

**Final Oral Exam**

Name \_\_\_\_\_

Date \_\_\_\_\_



<b>Presentation Style 10%      A+B+C+D=</b>				
	<b>Expert (9-10 points)</b>	<b>Superior (8 points)</b>	<b>Intermediate (7 points)</b>	<b>Deficient (0-6 points)</b>
<b>(A)</b>  <b>Voice quality    2%</b>  (A=10 x Points Awarded)          <b>A=_____</b>	<input type="checkbox"/> Pronunciation was <b>near flawless</b> or was flawless <input type="checkbox"/> <b>Always</b> spoke clearly, fluently, eloquently & coherently <input type="checkbox"/> <b>Always</b> spoke using appropriate pace, pitch and volume <input type="checkbox"/>	<input type="checkbox"/> A <b>few</b> pronunciation mistakes <input type="checkbox"/> <b>Usually</b> spoke clearly, fluently, eloquently & coherently <input type="checkbox"/> <b>Usually</b> spoke using appropriate pace, pitch and volume <input type="checkbox"/>	<input type="checkbox"/> Pronunciation was <b>a little defective</b> but in general was understandable <input type="checkbox"/> <b>Usually</b> spoke clearly, fluently, eloquently & coherently but at times was not easy to understand <input type="checkbox"/> <b>Usually</b> spoke using appropriate pace, pitch and volume but at times these qualities were deficient	<input type="checkbox"/> <b>Many</b> issues with pronunciation <input type="checkbox"/> <b>In general</b> pace, pitch and volume were deficient <input type="checkbox"/> <b>In general</b> was not easy to understand (candy or gum in mouth)
<b>(B)</b>  <b>Body Language/ Posture    1%</b>  (B=10 x Points Awarded)          <b>B=_____</b>	<input type="checkbox"/> <b>Always</b> sat or stood in a professional manner <input type="checkbox"/> <b>Always</b> observed and mimicked speakers' gestures <input type="checkbox"/> No distracting mannerisms	<input type="checkbox"/> <b>Usually</b> sat or stood in a professional manner <input type="checkbox"/> <b>Usually</b> observed and mimicked speakers' gestures <input type="checkbox"/> No distracting mannerisms	<input type="checkbox"/> Posture was adequate but could be improved <input type="checkbox"/> <b>At times</b> observed and mimicked speakers' gestures <input type="checkbox"/> Mannerisms could be improved	<input type="checkbox"/> Slouched, informal body language <input type="checkbox"/> <b>Rarely</b> observed and mimicked speakers' gestures <input type="checkbox"/> Used distracting mannerisms

## Page 1 Bottom Portion

<p style="text-align: center;"><b>(C)</b></p> <p><b>Flow/Pace      6%</b></p> <p style="text-align: center;">(C=10 x Points Awarded)</p> <p>C= _____</p>	<input type="checkbox"/> Flow was <b>always</b> easy to follow and was not too fast or too slow <input type="checkbox"/> <b>No</b> long pauses <input type="checkbox"/> <b>Always</b> mimicked pace of original speaker	<input type="checkbox"/> Flow was <b>usually</b> easy to follow and was not too fast or too slow <input type="checkbox"/> <b>Usually</b> pauses were not too long <input type="checkbox"/> <b>Usually</b> mimicked pace of original speaker <input type="checkbox"/>	<input type="checkbox"/> Flow had some issues, <b>slow at times</b> <input type="checkbox"/> <b>At times</b> pauses were too long <input type="checkbox"/> At times mimicked the pace of the original speaker-more focused on accuracy rather than flow	<input type="checkbox"/> Flow was choppy <input type="checkbox"/> Inappropriately interrupted speaker <input type="checkbox"/> <b>Frequent long</b> pauses <input type="checkbox"/> <b>Rarely</b> mimicked pace of original speaker
<p style="text-align: center;"><b>(D)</b></p> <p><b>Tone/Style      1%</b></p> <p style="text-align: center;">(D=10 x Points Awarded)</p> <p>D= _____</p>	<input type="checkbox"/> <b>Always</b> mimicked the exact style and tone of speaker <input type="checkbox"/> <b>Always</b> included regressions, and speaker pauses	<input type="checkbox"/> <b>Usually</b> mimicked the exact style and tone of speaker <input type="checkbox"/> <b>Usually</b> included regressions, and speaker pauses	<input type="checkbox"/> <b>At times</b> mimicked the exact style and tone of speaker <input type="checkbox"/> <b>At times</b> included regressions, and speaker pauses	<input type="checkbox"/> <b>Did not</b> mimic the exact style and tone of speaker <input type="checkbox"/> <b>Did not</b> include regressions, and speaker pauses

**Technique 10% A+B+C=**

	<b>Expert (9-10 points)</b>	<b>Superior (8 points)</b>	<b>Intermediate (7 points)</b>	<b>Deficient (0-6 points)</b>
<p><b>(A)</b></p> <p><b>Eye Contact 2%</b></p> <p>(A=10 x Points Awarded)</p> <p>A= _____</p>	<input type="checkbox"/> Always maintained appropriate eye contact while using memory aids	<input type="checkbox"/> Usually maintained appropriate eye contact while using memory aids	<input type="checkbox"/> At times maintained appropriate eye contact while using memory aids	<input type="checkbox"/> Rarely maintained appropriate eye contact while using memory aids
<p><b>(B)</b></p> <p><b>Anchoring 4%</b></p> <p>(B=10 x Points Awarded)</p> <p>B= _____</p>	<input type="checkbox"/> Always chose the correct words <input type="checkbox"/> Anchored in the appropriate language <input type="checkbox"/> Always anchored quickly	<input type="checkbox"/> Usually chose the correct words <input type="checkbox"/> Anchored in the appropriate language <input type="checkbox"/> Usually anchored quickly	<input type="checkbox"/> Rarely chose the correct words <input type="checkbox"/> Sometimes anchored in incorrect language <input type="checkbox"/> Anchored <b>after delay</b>	<input type="checkbox"/> <b>Did not</b> chose the correct words, says "anchor" rather than anchoring <input type="checkbox"/> Unsure where and when to anchor <input type="checkbox"/> <b>Long</b> delay before anchoring <input type="checkbox"/> Used hand signal to anchor

<p>(C)</p> <p><b>Note-Taking 4%</b></p> <p>(C=10 x Points Awarded)</p> <p>C= _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student had <b>no trouble</b> reading their notes</li> <li><input type="checkbox"/> <b>Always</b> maintained consistent flow</li> <li><input type="checkbox"/> Took notes on key ideas <b>only</b></li> <li><input type="checkbox"/> Took notes on key ideas only</li> <li><input type="checkbox"/> Combined note-taking with Anchoring when necessary</li> <li><input type="checkbox"/> Notes were <b>always</b> short and concise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student had <b>no trouble</b> reading their notes</li> <li><input type="checkbox"/> <b>Always</b> maintained consistent flow</li> <li><input type="checkbox"/> Took notes on key ideas, <b>on rare occasions</b>, wrote down too much information</li> <li><input type="checkbox"/> Improved notes could have eliminated the need to anchor</li> <li><input type="checkbox"/> Notes were <b>usually</b> short and concise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student had <b>no trouble</b> reading their notes</li> <li><input type="checkbox"/> <b>Usually</b> maintained consistent flow, flow was noticeably slower because of note-taking, but did not negatively affect the encounter</li> <li><input type="checkbox"/> Took <b>some</b> notes on key information but occasionally, wrote down too much information</li> <li><input type="checkbox"/> Notes were <b>frequently</b> short and concise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student <b>had trouble</b> reading their notes</li> <li><input type="checkbox"/> Taking notes slowed the flow considerably</li> <li><input type="checkbox"/> Only took notes <b>on some</b> numbers and names</li> <li><input type="checkbox"/> Was not able to identify when and how to take notes on general information</li> <li><input type="checkbox"/> Projected discomfort when taking notes</li> <li><input type="checkbox"/> Notes were <b>rarely</b> short and concise</li> </ul>
--	--	--	---	---

**Total Score from above:** \_\_\_\_\_/716 = \_\_\_\_\_%

**English Evaluator:** \_\_\_\_\_

**TL Evaluator:** \_\_\_\_\_

**TL:** \_\_\_\_\_

**Retake?      YES              NO**

**Additional Evaluator:** \_\_\_\_\_

<b>Grading Summary</b>	
<b>1. Presentation Style (Grade x 0.10)</b>	
<b>2. Technique (Grade x 0.10)</b>	
<b>3. Accuracy (Grade x 0.77)</b>	
<b>4. Appropriately Corrects Mistakes (0-1 point)</b>	
<b>5. Uses Correct Conjugation, Professional Style of Speech (0-2 points)</b>	
<b><i>Final Grade = 1+2+3+4+5</i></b>	



# Rubric of Learning

## Oral Presentation



1. Presentation methods
  - d. Student presentations



# Rubric of Learning

## Oral Presentation

- What do you want to measure?
- What is measureable?
  - Syllabus-Learning Objectives
- 1) Presentation Style/Delivery
- 2) Content





# Rubric of Learning

## 1) Presentation Style/Delivery

- Organization
- Eye Contact
- Voice Quality
- Interest Level/Enthusiasm
- Pronunciation
- Visuals
- Time





# Rubric of Learning

## 2) Content-ER Presentation

- Explained the disease
- Causes
- Clinical Symptoms
- Diagnosis (Tests)
- Treatment
- Prevention
- Risk Group

## E.r. PRESENTATION RUBRIC

### **DELIVERY: (30%)**

<b>Organization</b>	0	1	2	3	4	5	Your presentation is logically organized and easy to follow
<b>Eye Contact</b>	0	1	2	3	4	5	You purposefully look at your audience
<b>Voice Projection</b>	0	1	2	3	4	5	You speak loud enough to be heard by all and your voice commands attention – you speak clearly
<b>Interest Level/ Enthusiasm</b>	0	1	2	3	4	5	The interest level you project in your presentation
<b>Pronunciation</b>	0	1	2	3	4	5	You pronounce key terms correctly
<b>Visuals / Technology</b>	0	1	2	3	4	5	This should add to the quality of the presentation
<b>Time</b>	0	1	2	3	4	5	A minimum of 5 minutes to a maximum of 10

**(10%)**

### **CONTENT: (60%)**

a. <b>Explained the disease</b> <i>(How is the body affected?)</i>	0	1	2	3	4	5
b. <b>Causes</b>	0	1	2	3	4	5
c. <b>Clinical symptoms</b>	0	1	2	3	4	5
d. <b>Diagnosis (Tests)</b>	0	1	2	3	4	5
e. <b>Treatment</b>	0	1	2	3	4	5
f. <b>Prevention</b>	0	1	2	3	4	5
g. <b>Risk group</b>	0	1	2	3	4	5

**Total Points:** \_\_\_\_\_

**A=5 pts.**

**B=4 pts.**

**C=3 pts.**

**D=2 pts.**

**F=1 pt.**

# ER Oral Presentation

Name \_\_\_\_\_

Disease \_\_\_\_\_

Presentation Style/Delivery (50%)		A+B+C+D+E+F+G=		
	Expert (9-10 points)	Superior (8 points)	Intermediate (7 points)	Deficient (0-6 points)
(A) <b>Organization</b>	<input type="checkbox"/> Presentation was logically organized and easy to follow <input type="checkbox"/> Main content topics seamlessly flowed from one topic to another	<input type="checkbox"/> Presentation was logically organized and easy to follow. <input type="checkbox"/> Transition from one main point to another could have been smoother	<input type="checkbox"/> In general the presentation was organized, but <b>at times</b> did not follow a logical order <input type="checkbox"/> Transition of points was abrupt	<input type="checkbox"/> Presentation did not follow a logical order <input type="checkbox"/> Transition of points was very abrupt and signaled the need for more preparation
(B) <b>Eye Contact</b>	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>very</b> familiar w/ all content <input type="checkbox"/> <b>Always</b> looked purposely at the audience <input type="checkbox"/> <b>Usually</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>moderately</b> familiar w/ all content <input type="checkbox"/> <b>Usually</b> looked purposely at the audience <input type="checkbox"/> <b>Sometimes</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was <b>at times</b> tied to notes <input type="checkbox"/> Was <b>somewhat</b> familiar w/ content <input type="checkbox"/> <b>Rarely</b> looked purposely at the audience <input type="checkbox"/> <b>Did not</b> notice reactions to content and did not clarify when necessary	<input type="checkbox"/> Read from page, slide show, or cue cards and rarely look at audience <input type="checkbox"/> Appeared not to be familiar w/content <input type="checkbox"/> <b>Did not</b> notice audience reactions to content
(C) <b>Interest Level/Enthusiasm</b>	<input type="checkbox"/> Presentation was lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>usually</b> lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was <b>usually</b> engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>at times</b> lively <input type="checkbox"/> Presentation was <b>at times</b> engaging <input type="checkbox"/> Presentation <b>at times</b> captured and held the audience's attention	<input type="checkbox"/> Presentation was monotone <input type="checkbox"/> Presentation needed to be more engaging in order to hold the audience's attention



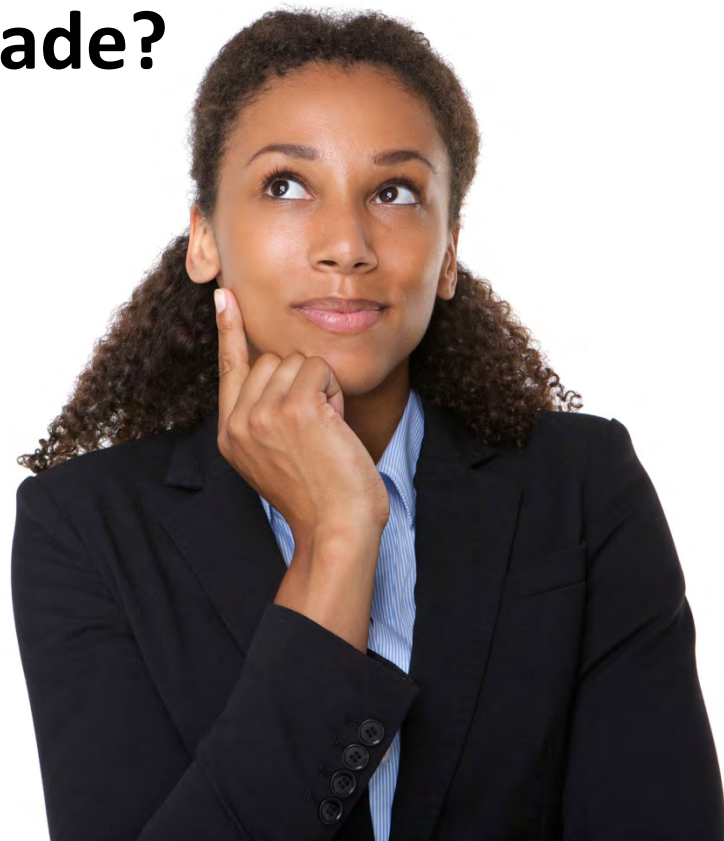
# Challenges Associated with Converting Rubric Scores to Grades





## Poll #3

**What issues can you foresee when converting the score into a traditional grade?**



NAME \_\_\_\_\_

TOTAL SCORE = \_\_\_\_\_ (out of 12)

**Sample Writing Rubric**

	<b>1 = minimal</b>	<b>2 = adequate</b>	<b>3 = strong</b>	<b>4 = outstanding</b>
<b>Mechanics</b>	Many spelling, grammar, and punctuation errors; sentence fragments; incorrect use of capitalization	Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper- and lowercase	Few spelling and grammar errors; correct punctuation; complete sentences	Correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization
<b>Ideas &amp; Content</b>	Key words are not near the beginning; no clear topic; no beginning, middle, and end; ideas are not ordered	Main idea or topic is in first sentence; semidefined topic; attempts beginning, middle and end sections; some order of main idea and details in sequence	Good main idea or topic sentence; main idea is fairly broad; has good beginning, middle, and end sections; main idea and details are sequential, as appropriate	Interesting, well-stated main idea or topic sentence; uses logical plan with an effective beginning, middle, and end; good flow of ideas from topic sentence to details in sequence
<b>Peer Interaction</b>	Uncooperative, off task, unproductive	Works with partner most of the time	Effectively works with partner; participates in discussions most of the time	Consistently and actively works with partner; contributes knowledge, opinions, and skills

COMMENTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Poll #3 Results



**Comments.....**

NAME \_\_\_\_\_

TOTAL SCORE = \_\_\_\_\_ (out of 12)

**Sample Writing Rubric**

	<b>1 = minimal</b>	<b>2 = adequate</b>	<b>3 = strong</b>	<b>4 = outstanding</b>
<b>Mechanics</b>	Many spelling, grammar, and punctuation errors; sentence fragments; incorrect use of capitalization	Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper- and lowercase	Few spelling and grammar errors; correct punctuation; complete sentences	Correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization
<b>Ideas &amp; Content</b>	Key words are not near the beginning; no clear topic; no beginning, middle, and end; ideas are not ordered	Main idea or topic is in first sentence; semidefined topic; attempts beginning, middle and end sections; some order of main idea and details in sequence	Good main idea or topic sentence; main idea is fairly broad; has good beginning, middle, and end sections; main idea and details are sequential, as appropriate	Interesting, well-stated main idea or topic sentence; uses logical plan with an effective beginning, middle, and end; good flow of ideas from topic sentence to details in sequence
<b>Peer Interaction</b>	Uncooperative, off task, unproductive	Works with partner most of the time	Effectively works with partner; participates in discussions most of the time	Consistently and actively works with partner; contributes knowledge, opinions, and skills

COMMENTS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## How do I measure (grade) a paper or presentation using a rubric?

	Minimal (1 point)	Adequate (2 points)	Strong (3 points)	Outstanding (4 points)
<b>Mechanics</b>		●		
<b>Ideas &amp; Content</b>			●	
<b>Peer Interaction</b>				●

**2+3+4=9 Points**

**75%**



# How do I measure (grade) a paper or presentation using a rubric?

	Beginner (1 point)	Developing (2 points)	Intermediate (3 points)	Superior (4 points)	Expert (5 points)
Item #1				●	
Item #2			●		
Item #3		●			
Item #4				●	

**4+3+2+3=13 Points**

**65%**



# How do I measure (grade) a paper or presentation using a rubric?

	Expert (5 points)	Superior (4 points)	Intermediate (3 points)	Developing (2 points)	Beginner (1 point)
Item #1			●		
Item #2			●		
Item #3			●		
Item #4			●		

**3+3+3+3=12 Points**

**60%**



# Careful with limiting your options

<b>Expert (5 points)</b>	<b>Superior (4 points)</b>	<b>Intermediate (3 points)</b>	<b>Developing (2 points)</b>	<b>Beginner (1 point)</b>
100% A+	80% C-	60% D-	40% F	20% F

# ER Oral Presentation

Name \_\_\_\_\_

Disease \_\_\_\_\_

Presentation Style/Delivery (50%)		A+B+C+D+E+F+G=		
	Expert (9-10 points)	Superior (8 points)	Intermediate (7 points)	Deficient (0-6 points)
<b>(A)</b>  <b>Organization 2%</b>  (A=2 x Points Awarded)  A=_____	<input type="checkbox"/> Presentation was logically organized and easy to follow <input type="checkbox"/> Main content topics seamlessly flowed from one topic to another	<input type="checkbox"/> Presentation was logically organized and easy to follow. <input type="checkbox"/> Transition from one main point to another could have been smoother	<input type="checkbox"/> In general the presentation was organized, but <b>at times</b> did not follow a logical order <input type="checkbox"/> Transition of points was abrupt	<input type="checkbox"/> Presentation did not follow a logical order <input type="checkbox"/> Transition of points was very abrupt and signaled the need for more preparation
<b>(B)</b>  <b>Eye Contact 10%</b>  (B=1 x Points Awarded)  B=_____	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>very</b> familiar w/ all content <input type="checkbox"/> <b>Always</b> looked purposely at the audience <input type="checkbox"/> <b>Usually</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>moderately</b> familiar w/ all content <input type="checkbox"/> <b>Usually</b> looked purposely at the audience <input type="checkbox"/> <b>Sometimes</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was <b>at times</b> tied to notes <input type="checkbox"/> Was <b>somewhat</b> familiar w/ content <input type="checkbox"/> <b>Rarely</b> looked purposely at the audience <input type="checkbox"/> <b>Did not</b> notice reactions to content and did not clarify when necessary	<input type="checkbox"/> Read from page, slide show, or cue cards and rarely look at audience <input type="checkbox"/> Appeared not to be familiar w/content <input type="checkbox"/> <b>Did not</b> notice audience reactions to content
<b>(C)</b>  <b>Interest Level/Enthusiasm 10%</b>  (C=10 x Points Awarded)  C=_____	<input type="checkbox"/> Presentation was lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>usually</b> lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was <b>usually</b> engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>at times</b> lively <input type="checkbox"/> Presentation was <b>at times</b> engaging <input type="checkbox"/> Presentation <b>at times</b> captured and held the audience's attention	<input type="checkbox"/> Presentation was monotone <input type="checkbox"/> Presentation needed to be more engaging in order to hold the audience's attention

## Page 1 Bottom Portion

<p align="center"><b>(D)</b> <b>Voice Quality 10%</b> (D=10 x Points Awarded)</p> <p align="center">D= _____</p>	<input type="checkbox"/> Always spoke using appropriate pace, pitch and volume <input type="checkbox"/> Always spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume but at times these qualities were deficient <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently but at times was not easy to understand	<input type="checkbox"/> In general pace, pitch and volume were deficient <input type="checkbox"/> In general was not easy to understand (candy or gum in mouth)
<p align="center"><b>(E)</b> <b>Pronunciation 10%</b> (E=10 x Points Awarded)</p> <p align="center">E= _____</p>	<input type="checkbox"/> All key words were pronounced <b>correctly</b>	<input type="checkbox"/> Almost all key words were pronounced <b>correctly</b>	<input type="checkbox"/> Most of the key words were pronounced <b>correctly</b>	<input type="checkbox"/> Most of the key words were pronounced <b>poorly</b>
<p align="center"><b>(F)</b> <b>Visuals 6%</b> <b>(Pamphlets, Slide Presentation, Role-Play, Poster board, Video)</b></p> <p align="center">(F=6 x Points Awarded)</p> <p align="center">F= _____</p>	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student was <b>very</b> familiar w/visual <input type="checkbox"/> Explained visuals <b>well</b> <input type="checkbox"/> Slide show presentation-not too much info. on slides <input type="checkbox"/> Role-play was <b>well</b> rehearsed and added to the presentation	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student was <b>moderately</b> familiar w/visual <input type="checkbox"/> Explained visuals <b>sufficiently</b> <input type="checkbox"/> Slide show presentation-was overly detailed <input type="checkbox"/> Role-play was <b>well</b> rehearsed but too long or too short	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student did not appear to be overly familiar w/visual <input type="checkbox"/> Explanation of visual was very brief <input type="checkbox"/> Slide show presentation required more development <input type="checkbox"/> Role-play needed to be better rehearsed	<input type="checkbox"/> Student did not appear to be familiar w/visual <input type="checkbox"/> Did not explain the visual used <input type="checkbox"/> Role-play appeared not to have been rehearsed
<p align="center"><b>(G)</b> <b>Time 2%</b> <b>(9-11 Minutes)</b> (G=2 x Points Awarded)</p> <p align="center">D= _____</p>	<input type="checkbox"/> Total presentation time was <b>9-11</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation time was either <b>8-9</b> minutes or <b>11-12</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation time was either <b>7-8</b> minutes or <b>12-13</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation was either <b>under 7</b> minutes or <b>over 13</b> minutes <input type="checkbox"/> If a video was used then it was over 3 minutes in length

Content (50%)				
A+B+C+D+E+F+G+H=				
	Superior (9-10 points)	Intermediate (7-8 points)	Developing (5-6 points)	Not Covered (0 points)
<b>(A)</b> <b>Explained the Disease 10%</b> (A=10 x Points Awarded)  A=_____	<input type="checkbox"/> Thoroughly explained how the body is affected by the disease <input type="checkbox"/> Always used and explained medical term.	<input type="checkbox"/> Gave a <b>general overview</b> on how the body is affected by the disease <input type="checkbox"/> <b>In general</b> , used and explained medical term.	<input type="checkbox"/> A <b>very brief overview</b> on how the body is affected by the disease <input type="checkbox"/> <b>Usually</b> , used medical term. but no explanation given	<input type="checkbox"/> <b>No explanation at all</b> on how the disease affects the body <input type="checkbox"/> <b>Did not use or explain</b> medical term.
<b>(B)</b> <b>Causes 10%</b> (B=10 x Points Awarded)  B=_____	<input type="checkbox"/> Thoroughly explained the causes behind the disease <input type="checkbox"/> Always used and explained medical terminology	<input type="checkbox"/> Gave a <b>general overview</b> on the causes behind the disease <input type="checkbox"/> <b>In general</b> , used and explained medical terminology	<input type="checkbox"/> A <b>very brief overview</b> on the causes behind the disease <input type="checkbox"/> <b>Usually</b> , used medical term. but no explanation given	<input type="checkbox"/> <b>No explanation at all</b> on what causes the disease <input type="checkbox"/> <b>Did not use or explain</b> medical term.
<b>(C)</b> <b>Clinical Symptoms 5%</b> (C=5 x Points Awarded)  C=_____	<input type="checkbox"/> Listed <b>all</b> common clinical symptoms associated with the disease	<input type="checkbox"/> Listed <b>most</b> of the common clinical symptoms associated with the disease	<input type="checkbox"/> Listed a <b>few</b> of the common clinical symptoms associated with the disease	<input type="checkbox"/> Listed none of the clinical symptoms associated with the disease
<b>(D)</b> <b>Diagnosis (Tests) 5%</b> (D=5 x Points Awarded)  D=_____	<input type="checkbox"/> Included <b>all</b> tests commonly used <input type="checkbox"/> Gave a brief overview on how the tests are performed	<input type="checkbox"/> Included <b>most</b> of the tests commonly used <input type="checkbox"/> Gave a brief overview on how the tests are performed	<input type="checkbox"/> Included <b>some</b> tests commonly used <input type="checkbox"/> Did not give a brief overview on how the tests are performed	<input type="checkbox"/> Did not mentioned the tests used to diagnosis the disease
<b>(E)</b> <b>Treatment 10%</b> (E=10 x Points Awarded)  E=_____	<input type="checkbox"/> Listed <b>all</b> common treatment options associated with the disease <input type="checkbox"/> Gave a brief overview on <b>each</b> treatment	<input type="checkbox"/> Listed <b>most</b> common treatment options associated with the disease <input type="checkbox"/> Gave a brief overview on <b>some</b> treatment	<input type="checkbox"/> Listed <b>some</b> common treatment options associated with the disease <input type="checkbox"/> Did not give a brief overview on the treatments	<input type="checkbox"/> Did not mentioned the treatments commonly used

## Page 2 Bottom Portion

<p><b>(F)</b> <b>Prevention 5%</b> (F=5 x Points Awarded)</p> <p>F= _____</p>	<input type="checkbox"/> Included <b>all</b> of the most common ways to prevent the disease	<input type="checkbox"/> Included <b>most</b> of the most common ways to prevent the disease	<input type="checkbox"/> Included <b>some</b> of the most common ways to prevent the disease	<input type="checkbox"/> Did not mention how to prevent the disease
<p><b>(G)</b> <b>Risk Group 2%</b> (G=2 x Points Awarded)</p> <p>G= _____</p>	<input type="checkbox"/> Included an overview on groups commonly affected by disease <input type="checkbox"/> When appropriate explained why group is commonly affected	<input type="checkbox"/> Included an overview on groups commonly affected by disease <input type="checkbox"/> Gave an incomplete explanation on why group is commonly affected	<input type="checkbox"/> <b>Only mentioned</b> the group most commonly affected <input type="checkbox"/> Gave no explanation on why group is commonly affected	<input type="checkbox"/> Did not include an overview on groups commonly affected by disease
<p><b>(H)</b> <b>Vocabulary (10 Words) 3%</b> (H=3 x Points Awarded)</p> <p>H= _____</p>	<input type="checkbox"/> <b>All</b> words chosen would be of great benefit to a healthcare interpreter	<input type="checkbox"/> <b>Almost all</b> words chosen would be of great benefit to a healthcare interpreter	<input type="checkbox"/> <b>Most</b> of the words chosen would be of great benefit to a healthcare interpreter	<input type="checkbox"/> Did not prepare list of words or word selection did not show proper preparation

### Grading Summary

**1. Presentation Style**

**2. Content**

*Final Grade = (1+2) x 0.1*



**Let's do one together!**





# ER Oral Presentation

Name \_\_\_\_\_

Disease \_\_\_\_\_

Presentation Style/Delivery (50%)		A+B+C+D+E+F+G=		
	Expert (9-10 points)	Superior (8 points)	Intermediate (7 points)	Deficient (0-6 points)
<b>(A)</b>  <b>Organization 2%</b>  (A=2 x Points Awarded)  A=_____	<input type="checkbox"/> Presentation was logically organized and easy to follow <input type="checkbox"/> Main content topics seamlessly flowed from one topic to another	<input type="checkbox"/> Presentation was logically organized and easy to follow. <input type="checkbox"/> Transition from one main point to another could have been smoother	<input type="checkbox"/> In general the presentation was organized, but <b>at times</b> did not follow a logical order <input type="checkbox"/> Transition of points was abrupt	<input type="checkbox"/> Presentation did not follow a logical order <input type="checkbox"/> Transition of points was very abrupt and signaled the need for more preparation
<b>(B)</b>  <b>Eye Contact 10%</b>  (B=1 x Points Awarded)  B=_____	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>very</b> familiar w/ all content <input type="checkbox"/> <b>Always</b> looked purposely at the audience <input type="checkbox"/> <b>Usually</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>moderately</b> familiar w/ all content <input type="checkbox"/> <b>Usually</b> looked purposely at the audience <input type="checkbox"/> <b>Sometimes</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was <b>at times</b> tied to notes <input type="checkbox"/> Was <b>somewhat</b> familiar w/ content <input type="checkbox"/> <b>Rarely</b> looked purposely at the audience <input type="checkbox"/> <b>Did not</b> notice reactions to content and did not clarify when necessary	<input type="checkbox"/> Read from page, slide show, or cue cards and rarely look at audience <input type="checkbox"/> Appeared not to be familiar w/content <input type="checkbox"/> <b>Did not</b> notice audience reactions to content
<b>(C)</b>  <b>Interest Level/Enthusiasm 10%</b>  (C=10 x Points Awarded)  C=_____	<input type="checkbox"/> Presentation was lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>usually</b> lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was <b>usually</b> engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>at times</b> lively <input type="checkbox"/> Presentation was <b>at times</b> engaging <input type="checkbox"/> Presentation <b>at times</b> captured and held the audience's attention	<input type="checkbox"/> Presentation was monotone <input type="checkbox"/> Presentation needed to be more engaging in order to hold the audience's attention

## Page 1 Bottom Portion

<p><b>(D)</b> <b>Voice Quality 10%</b> (D=10 x Points Awarded)</p> <p>D= _____</p>	<input type="checkbox"/> Always spoke using appropriate pace, pitch and volume <input type="checkbox"/> Always spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume but at times these qualities were deficient <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently but at times was not easy to understand	<input type="checkbox"/> In general pace, pitch and volume were deficient <input type="checkbox"/> In general was not easy to understand (candy or gum in mouth)
<p><b>(E)</b> <b>Pronunciation 10%</b> (E=10 x Points Awarded)</p> <p>E= _____</p>	<input type="checkbox"/> All key words were pronounced <b>correctly</b>	<input type="checkbox"/> Almost all key words were pronounced <b>correctly</b>	<input type="checkbox"/> Most of the key words were pronounced <b>correctly</b>	<input type="checkbox"/> Most of the key words were pronounced <b>poorly</b>
<p><b>(F)</b> <b>Visuals 6%</b> <b>(Pamphlets, Slide Presentation, Role-Play, Poster board, Video)</b></p> <p>(F=6 x Points Awarded)</p> <p>F= _____</p>	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student was <b>very</b> familiar w/visual <input type="checkbox"/> Explained visuals <b>well</b> <input type="checkbox"/> Slide show presentation-not too much info. on slides <input type="checkbox"/> Role-play was <b>well</b> rehearsed and added to the presentation	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student was <b>moderately</b> familiar w/visual <input type="checkbox"/> Explained visuals <b>sufficiently</b> <input type="checkbox"/> Slide show presentation-was overly detailed <input type="checkbox"/> Role-play was <b>well</b> rehearsed but too long or too short	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student did not appear to be overly familiar w/visual <input type="checkbox"/> Explanation of visual was very brief <input type="checkbox"/> Slide show presentation required more development <input type="checkbox"/> Role-play needed to be better rehearsed	<input type="checkbox"/> Student did not appear to be familiar w/visual <input type="checkbox"/> Did not explain the visual used <input type="checkbox"/> Role-play appeared not to have been rehearsed
<p><b>(G)</b> <b>Time 2%</b> <b>(9-11 Minutes)</b> (G=2 x Points Awarded)</p> <p>D= _____</p>	<input type="checkbox"/> Total presentation time was <b>9-11</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation time was either <b>8-9</b> minutes or <b>11-12</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation time was either <b>7-8</b> minutes or <b>12-13</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation was either <b>under 7</b> minutes or <b>over 13</b> minutes <input type="checkbox"/> If a video was used then it was over 3 minutes in length



# Let's do one more!





# ER Oral Presentation

Name \_\_\_\_\_

Disease \_\_\_\_\_

Presentation Style/Delivery (50%)		A+B+C+D+E+F+G=		
	Expert (9-10 points)	Superior (8 points)	Intermediate (7 points)	Deficient (0-6 points)
<b>(A)</b>  <b>Organization 2%</b>  (A=2 x Points Awarded)  A= _____	<input type="checkbox"/> Presentation was logically organized and easy to follow <input type="checkbox"/> Main content topics seamlessly flowed from one topic to another	<input type="checkbox"/> Presentation was logically organized and easy to follow. <input type="checkbox"/> Transition from one main point to another could have been smoother	<input type="checkbox"/> In general the presentation was organized, but <b>at times</b> did not follow a logical order <input type="checkbox"/> Transition of points was abrupt	<input type="checkbox"/> Presentation did not follow a logical order <input type="checkbox"/> Transition of points was very abrupt and signaled the need for more preparation
<b>(B)</b>  <b>Eye Contact 10%</b>  (B=1 x Points Awarded)  B= _____	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>very</b> familiar w/ all content <input type="checkbox"/> <b>Always</b> looked purposely at the audience <input type="checkbox"/> <b>Usually</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was not tied to notes <input type="checkbox"/> Was <b>moderately</b> familiar w/ all content <input type="checkbox"/> <b>Usually</b> looked purposely at the audience <input type="checkbox"/> <b>Sometimes</b> noticed reactions to content and clarified when necessary	<input type="checkbox"/> Was <b>at times</b> tied to notes <input type="checkbox"/> Was <b>somewhat</b> familiar w/ content <input type="checkbox"/> <b>Rarely</b> looked purposely at the audience <input type="checkbox"/> <b>Did not</b> notice reactions to content and did not clarify when necessary	<input type="checkbox"/> Read from page, slide show, or cue cards and rarely look at audience <input type="checkbox"/> Appeared not to be familiar w/content <input type="checkbox"/> <b>Did not</b> notice audience reactions to content
<b>(C)</b>  <b>Interest Level/Enthusiasm 10%</b>  (C=10 x Points Awarded)  C= _____	<input type="checkbox"/> Presentation was lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>usually</b> lively and this showed enthusiasm for the topic <input type="checkbox"/> Presentation was <b>usually</b> engaging, creative and captured the audience's attention	<input type="checkbox"/> Presentation was <b>at times</b> lively <input type="checkbox"/> Presentation was <b>at times</b> engaging <input type="checkbox"/> Presentation <b>at times</b> captured and held the audience's attention	<input type="checkbox"/> Presentation was monotone <input type="checkbox"/> Presentation needed to be more engaging in order to hold the audience's attention

## Page 1 Bottom Portion

<p><b>(D)</b> <b>Voice Quality 10%</b> (D=10 x Points Awarded)</p> <p>D= _____</p>	<input type="checkbox"/> Always spoke using appropriate pace, pitch and volume <input type="checkbox"/> Always spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently	<input type="checkbox"/> Usually spoke using appropriate pace, pitch and volume but at times these qualities were deficient <input type="checkbox"/> Usually spoke clearly, fluently, eloquently & coherently but at times was not easy to understand	<input type="checkbox"/> In general pace, pitch and volume were deficient <input type="checkbox"/> In general was not easy to understand (candy or gum in mouth)
<p><b>(E)</b> <b>Pronunciation 10%</b> (E=10 x Points Awarded)</p> <p>E= _____</p>	<input type="checkbox"/> All key words were pronounced <b>correctly</b>	<input type="checkbox"/> Almost all key words were pronounced <b>correctly</b>	<input type="checkbox"/> Most of the key words were pronounced <b>correctly</b>	<input type="checkbox"/> Most of the key words were pronounced <b>poorly</b>
<p><b>(F)</b> <b>Visuals 6%</b> <b>(Pamphlets, Slide Presentation, Role-Play, Poster board, Video)</b></p> <p>(F=6 x Points Awarded)</p> <p>F= _____</p>	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student was <b>very</b> familiar w/visual <input type="checkbox"/> Explained visuals <b>well</b> <input type="checkbox"/> Slide show presentation-not too much info. on slides <input type="checkbox"/> Role-play was <b>well</b> rehearsed and added to the presentation	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student was <b>moderately</b> familiar w/visual <input type="checkbox"/> Explained visuals <b>sufficiently</b> <input type="checkbox"/> Slide show presentation-was overly detailed <input type="checkbox"/> Role-play was <b>well</b> rehearsed but too long or too short	<input type="checkbox"/> Visuals helped to explain the disease <input type="checkbox"/> Student did not appear to be overly familiar w/visual <input type="checkbox"/> Explanation of visual was very brief <input type="checkbox"/> Slide show presentation required more development <input type="checkbox"/> Role-play needed to be better rehearsed	<input type="checkbox"/> Student did not appear to be familiar w/visual <input type="checkbox"/> Did not explain the visual used <input type="checkbox"/> Role-play appeared not to have been rehearsed
<p><b>(G)</b> <b>Time 2%</b> <b>(9-11 Minutes)</b> (G=2 x Points Awarded)</p> <p>D= _____</p>	<input type="checkbox"/> Total presentation time was <b>9-11</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation time was either <b>8-9</b> minutes or <b>11-12</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation time was either <b>7-8</b> minutes or <b>12-13</b> minutes <input type="checkbox"/> If a video was used then it was under 3 minutes in length	<input type="checkbox"/> Total presentation was either <b>under 7</b> minutes or <b>over 13</b> minutes <input type="checkbox"/> If a video was used then it was over 3 minutes in length



# One more reason to use Rubrics!





# Advantages-Communication Tool





# Review

## Rubric of Learning

- Outlines expectations
- Measures consistently
- Conversion of score into grade
- Communication Tool



# Review

## Learning Objectives

- ☒ Understand the importance of rubrics
- ☒ Understand the different components of rubrics
- ☒ Apply this new knowledge to develop rubrics for healthcare interpreting trainings

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# Q&A



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# Announcements

- Next webinar: April 9, 2015 at 11:00 AM Central
- Session Evaluation
- Follow up via email:  
TrainersWebinars@ncihc.org



# Thank you!

## Rubrics 101

**Commit to Rubrics: A Connecting Factor  
that Impacts Healthcare Interpreting  
from the Classroom to the Workplace**

### *Guest Trainers:*

Zarita Araújo-Lane, MSW, LICSW

Vera Duarte, MA

Andrew Jerger, CHI™, CMI

[www.ncihc.org/home-for-trainers](http://www.ncihc.org/home-for-trainers)

