

Demonstrator: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Demonstration Rubric**



Instructions: Circle the level description that best describes the nature of the performance.

<b>Standard</b>	<b><i>Accomplished (3 pts)</i></b>	<b><i>Proficient (2 pts)</i></b>	<b><i>Basic (1 pt)</i></b>	<b><i>Unacceptable (0 pts)</i></b>
<b>Preparation</b>	Everything in working order, in place or readily accessible; evidence of rehearsal; high quality drawing or handout provided.	Most things work well; one or two minor deficiencies; clear evidence of rehearsal, but lacks finesse; good quality drawing or handout provided.	Things don't work well or flow smoothly; one or two things out of place or missing; only fair quality drawing or handout.	Things are not in working order; demonstration fails; no evidence of rehearsal or adequate preparation; low quality drawing / handout or missing.
<b>Knowledge</b>	Demonstrates clear understanding of principle or concept involved; accurately relates concept to demonstration.	Exhibits only slightly limited understanding or principle demonstrated; minor inaccuracies in relating demonstration.	Exhibits somewhat limited understanding or principle demonstrated; minor inaccuracies in relating demonstration.	Lacks an understanding of the principle or concept demonstrated; inaccurately relates demonstration of principle or concept.
<b>Visibility</b>	Suitably large equipment, background taken into consideration; color added to liquids; adequate illumination; elevation to appropriate level; does not hide display with body.	Some demonstrations marginally adequate as far as visibility is concerned, others much better; those in front can see reasonably well, those in back have a hard time seeing some demos.	Demonstrations marginally adequate as far as visibility is concerned; those in front can see reasonably well, those in back have a hard time seeing.	Demonstrations hard to see for any number of reasons; no evidence of concern by presenter for visibility consideration.
<b>Simplicity</b>	Avoids unnecessary complexity (e.g., adjustments) and common place materials if possible.	Degree of complexity effectively only better students; others left somewhat confused.	Somewhat complex; the demonstration is not overly helpful making point or introducing concept.	Students "can't see the forest for the trees"; too complicated; concepts too difficult or not appropriate to demos.
<b>Suitability</b>	Demonstration employed is probably the best for demonstrating concept.	Demonstration adequate, but a better choice might have been made.	Poor connection between demonstration and concept or principle.	Insignificant connection between demonstration and concept of principle.
<b>Safety</b>	Safety goggles and/or protective screen used if appropriate; keeps students back; keeps first aid and other emergency equipment on hand; takes full advantage of facilities (exhaust fan, mirrors, etc.).	Expresses some degree regard for safety of students, but makes fails to take adequate precautions to actually prevent possible minor harm to students.	Expresses some degree regard for safety of students, but makes fails to take adequate precautions to actually prevent possible major harm to students.	Shows positive disregard for student or own safety; fails to pass the test of foreseeability; shows negligence; threatens own or students' safety.
<b>Performance</b>	Employs mystery and showmanship; uses precise in technique.	Amusing if not totally captivating presentation; clear understanding of need to involve students.	Adequate presentation but nothing fancy; fails to engage or involve students.	Poor delivery style; inappropriate technique.
<b>Pedagogy</b>	Maximizes educational benefit of demonstration; gears demonstration toward students; greatly engages students intellectually; uses inquiry approaches.	Seek to maximize educational benefit of demonstration; but gears demonstration toward students' abilities and interests; somewhat didactic in delivery.	Attains moderate educational benefit from demonstration by playing to students; limited interaction with students.	Demonstration appears to have little or no educational value; bores students; students not intellectually engaged; essentially lectures.
<b>Engagement</b>	Students thoroughly engaged by demos, discussion & participation.	Students pay attention and even participate, but are not intellectually engaged.	Students lose attention; inconsistent intellectual & physical engagement.	Students not mentally or physically engaged in demonstration.
<b>Assessment</b>	Assesses student understanding by constant, thought-provoking questioning.	Does complete job of assessing student understanding, but does so only at end of demo.	Does incomplete job of assessing student understanding, or assesses only at end of demo.	Makes no attempt to assess student understanding.