

Grading Rubric

Martin McCrory – Introduction to Music Informatics

Group Oral Presentation

To students:

This grading rubric is for your 20 minute (plus an additional five for questions) oral presentation given by your group of 3-5 students on a topic that you have chosen related to the current Music Informatics unit.

There are four sub-sections of the Grading Rubric: Presentation skills, Materials, Content and Answering of Questions. Within each sub-section, there are several attributes (for example, in the “Answering of Questions” sub-section, there are three attributes: participation, attitude and content). Please note each sub-section, and plan your presentation accordingly.

I have also included a summary grading sheet at the beginning of the rubric. Use this as a “cheat sheet” when planning your presentation. I’ll also be using this sheet during your presentation for grading purposes.

Please keep in mind that I can’t think of every possibly way you could misinterpret this rubric. Use your head and think about this rubric holistically, and not literally. This rubric is provided to you as a guide for assembling your presentations. It is not a literal “this is how to get grade X” checklist. I will ultimately assign you a grade that I feel reflects the effort you put into this presentation, regardless of whether or not you satisfy the requirements outlined in this rubric.

Please, feel free to contact me via e-mail if you have any questions about how your presentation will be graded.

Note: in addition to giving their presentation, students will also complete a short (250 word) paper that elucidates their role as a member of the group. Students will describe exactly what they did and for what aspects of the presentation they were responsible.

SUB-SECTION 1: PRESENTATION SKILLS

| | | | | | |
|------------------|---|---|---|---|---|
| Dress: | 5 | 4 | 3 | 2 | 1 |
| Speaking Skills: | 5 | 4 | 3 | 2 | 1 |
| Body Language: | 5 | 4 | 3 | 2 | 1 |
| Teamwork: | 5 | 4 | 3 | 2 | 1 |
| Other Skills: | 5 | 4 | 3 | 2 | 1 |

Average Score: _____

SUB-SECTION 2: MATERIALS

| | | | | | |
|------------------|---|---|---|---|---|
| Notes: | 5 | 4 | 3 | 2 | 1 |
| Powerpoint::: | 5 | 4 | 3 | 2 | 1 |
| Handouts: | 5 | 4 | 3 | 2 | 1 |
| Other Materials: | 5 | 4 | 3 | 2 | 1 |

Average Score: _____ (Note: This may not be a cumulative average, depending the materials used in the presentation.)

SUB-SECTION 3: CONTENT

| | | | | | |
|----------------------------|---|---|---|---|---|
| Relevance to a given unit: | 5 | 4 | 3 | 2 | 1 |
| Relevance to MI: | 5 | 4 | 3 | 2 | 1 |
| Analysis: | 5 | 4 | 3 | 2 | 1 |
| Solution: | 5 | 4 | 3 | 2 | 1 |
| Logic and Coherence: | 5 | 4 | 3 | 2 | 1 |

Average Score: _____

SUB-SECTION 4: ANSWERING OF QUESTIONS

| | | | | | |
|----------------|---|---|---|---|---|
| Attitude: | 5 | 4 | 3 | 2 | 1 |
| Participation: | 5 | 4 | 3 | 2 | 1 |
| Content: | 5 | 4 | 3 | 2 | 1 |

Average Score: _____

OVERALL ASSIGNMENT SCORING

Sub-section 1 average score: _____ x 5 = _____ (net Sub-section 1 score)

Sub-section 2 average score: _____ x 5 = _____ (net Sub-section 2 score)

Sub-section 3 average score: _____ x 8 = _____ (net Sub-section 3 score)

Sub-section 4 average score: _____ x 2 = _____ (net Sub-section 4 score)

Total Presentation Score: _____ (sum the four net Sub-section scores)

SUB-SECTION 1: PRESENTATION SKILLS

DRESS

- 5 points:** All students are dressed professionally, with a neat and clean appearance.
- 4 points:** Most students are dressed professionally, with a neat and clean appearance.
- 3 points:** Some students are dressed professionally. Most have a neat and clean appearance.
- 2 points:** Some students are dressed professionally. Some have a neat and clean appearance.
- 1 point:** Students are not dressed professionally. Most do not have a neat and clean appearance.

SPEAKING SKILLS

Note: Consideration will be given to students for whom English is not their first language.

- 5 points:** Students speak at a good pace, clearly, with good diction and no fumbling over words. Students almost never use filler words like “um, like, uh, you know”, etc. Students speak loudly enough to be heard “in the back,” but not too loud.
- 4 points:** Students speak at a good pace, clearly, with good diction and minimal fumbling over words. Students usually do not use filler words like “um, like, uh, you know”, etc. Students usually speak loudly enough to be heard “in the back,” but occasionally may speak too loudly or too softly.
- 3 points:** Students usually speak at an acceptable pace, with adequate diction and some fumbling over words. Students periodically use filler words like “um, like, uh, you know”, etc. Students sometimes have issues controlling the volume of their voices.
- 2 points:** Students often speak at an inappropriate pace, with sub-par diction and some fumbling over words. Students often use filler words like “um, like, uh, you know”, etc. Students have issues controlling the volume of their voices.
- 1 point:** Students demonstrate no awareness of their speaking pace, with no attempt at good diction and frequent fumbling over words. Students often use filler words like “um, like, uh, you know”, etc. Students do not make any effort to control the volume of their voices.

BODY LANGUAGE

- 5 points:** Students move around the room as appropriate. Students do not wobble, fumble, scratch, lean or slouch any part of their bodies during the presentation, whether presenting or not.
- 4 points:** Students move around the room occasionally. Students usually do not wobble, fumble, scratch, lean or slouch any part of their bodies during the presentation, whether presenting or not. Occasionally, body language shows a lapse in professionalism.
- 3 points:** Students move around the room once or twice, and mostly stay behind the presentation computer. Students periodically wobble, fumble, scratch, lean or slouch parts of their bodies during the presentation, while presenting and while not. Body language shows a lapse in professionalism.
- 2 points:** Students do not move around the room, and rarely venture out from behind the presentation computer. Students wobble, fumble, scratch, lean or slouch parts of their bodies frequently during the presentation, while presenting and while not. Body language shows a serious lapse in professionalism.
- 1 point:** Students never stray from the presentation computer. Students wobble, fumble, scratch, lean or slouch parts of their bodies frequently during the presentation, while presenting and while not. Body language shows a complete lack of effort to look professional.

TEAMWORK

- 5 points:** Students display excellent teamwork during the presentation.
- 4 points:** Students display good teamwork during the presentation.
- 3 points:** Students display some teamwork during the presentation. Participation roles may not be clearly defined at times during the presentation.
- 2 points:** Students display little teamwork during the presentation. Participation roles are not clearly defined frequently during the presentation.
- 1 point:** Students display no teamwork during the presentation. Participation roles are not defined at all during the presentation.

OTHER SKILLS

- 5 points:** When speaking, students make substantial eye contact with the audience (not just the instructor). When not speaking, students look professional and are supportive of the person speaking.
- 4 points:** When speaking, students make eye contact with the audience (not just the instructor). When not speaking, students usually look professional and are aware of the person speaking.
- 3 points:** When speaking, students occasionally make eye contact with the audience, but mostly with just the instructor. When not speaking, students sometimes seem to forget that their group is giving a presentation.
- 2 points:** When speaking, students almost never make eye contact with the audience—mostly with just the instructor. When not speaking, students seem to forget that their group is giving a presentation.
- 1 point:** When speaking, students never make eye contact with the audience, and only occasionally with the instructor. When not speaking, students chat, slack off and completely fail to support the person speaking.

SUB-SECTION 2: MATERIALS

NOTES

- 5 points:** Students may speak with or without notes, but do so comfortably and with confidence. Students do not read word-for-word, either from notecards or from other materials. All students use the same type of notes (e.g. everyone has an index card, everyone speaks without notes, etc).
- 4 points:** Students may speak with or without notes, but do so relatively comfortably and with some confidence. Students mostly do not read word-for-word, either from notecards or from other materials. Most students use the same type of notes (e.g. most have an index card, most students speak without notes, etc).
- 3 points:** Students may speak with or without notes, but have some confidence issues with their choice. Students sometimes read word-for-word, either from notecards or from other materials. There may or may not be any coherence with the inter-group types of notes used.
- 2 points:** Students may speak with or without notes, but are not confident in their choice. Students often read word-for-word, either from notecards or from other materials. There is no coherence with the inter-group types of notes used.
- 1 point:** Students may speak with or without notes, but are not at all confident in their choice. Students almost always read word-for-word, either from notecards or from other materials. There is no coherence with the inter-group types of notes used.

POWERPOINT

If students use PowerPoint:

- 5 points:** Students use it as a “slide projector” to show media examples, and not as a presentation outline. There are no bullet points printed on the slides, and “chartjunk” is nonexistent.
- 4 points:** Students mostly use it as a “slide projector” to show media examples, and not as a presentation outline. There are some (but not many) bullet points printed on the slides, and “chartjunk” is minimal.
- 3 points:** There are bullet points printed on the slides, and “chartjunk” exists in some slides.
- 2 points:** There are many bullet points printed on the slides, and “chartjunk” exists in many slides.
- 1 point:** There are entirely composed of bullet points printed on the slides, and “chartjunk” exists in almost all slides.

HANDOUTS

If students use handouts:

- 5 points:** They are written clearly and have a professional appearance. They supplement the material given during the presentation, and are not used as a “crutch” by the presenters. The handouts are not wordy. The handouts use an appropriate mix of paragraphs (with complete sentences), lists, charts and diagrams.
- 4 points:** They are written clearly and have a good appearance. They supplement the material given during the presentation, and are not used as a “crutch” by the presenters. The handouts are mostly concise. The handouts use an adequate mix of paragraphs (with complete sentences), lists, charts and diagrams.
- 3 points:** They are written mostly clearly. They partially supplement the material given during the presentation, and are sometimes used as a “crutch” by the presenters. The handouts may be too wordy or too brief. The handouts may lack a good mix of paragraphs (with complete sentences), lists, charts and diagrams.
- 2 points:** They are not written particularly clearly. They don’t really supplement the material given during the presentation, and are used as a “crutch” by the presenters. The handouts may be too wordy or too brief. The handouts do not have a good mix of paragraphs (with complete sentences), lists, charts and diagrams.
- 1 point:** They are not written well at all. They don’t supplement the material (and may contract it) given during the presentation, and are used as a “crutch” by the presenters. The handouts are too wordy or too brief. The handouts are missing things like paragraphs (with complete sentences), lists, charts and/or diagrams.

OTHER MATERIALS

If other materials are used, these materials:

- 5 points:** Are not used as a “gimmick,” have a professional appearance and successfully enhance the presentation.
- 4 points:** Are mostly not used as “gimmicks” and enhance the presentation.
- 3 points:** May look like “gimmicks” and may not enhance the presentation.
- 2 points:** Look like “gimmicks” and do not enhance the presentation.
- 1 point:** Are “gimmicks” and detract from the presentation.

SUB-SECTION 3: CONTENT

RELEVANCE TO A GIVEN UNIT

- 5 points:** Students do a completely thorough job of linking their project to the unit we studied.
- 4 points:** Students do a good job of linking their project to the unit we studied.
- 3 points:** Students occasionally link their project to the unit we studied.
- 2 points:** Students rarely link their project to the unit we studied.
- 1 point:** Students do not link their project to the unit we studied.

RELEVANCE TO MUSIC INFORMATICS

- 5 points:** Students devote extensive discussion to placing their project in the overall context of Music Informatics.
- 4 points:** Students devote some discussion to placing their project in the overall context of Music Informatics.
- 3 points:** Students devote a little discussion to placing their project in the overall context of Music Informatics, and may or may not succeed.
- 2 points:** Students may briefly attempt to place their project in the overall context of Music Informatics, but do not succeed in doing so.
- 1 point:** Students do not attempt to place their project in the overall context of Music Informatics.

ANALYSIS

- 5 points:** Students successfully analyze the problem they present, considering all relevant issues and ignoring all irrelevant issues.
- 4 points:** Students analyze the problem they present, considering most relevant issues and ignoring most others.
- 3 points:** Students analyze the problem they present, considering some relevant issues and ignoring some others.
- 2 points:** Students attempt analyze the problem they present, but make no effort to consider whether issues they bring up are relevant or irrelevant to their problem.
- 1 point:** Students do not attempt analyze the problem they present.

SOLUTION

If students construct a prototype tool or a proposed solution to their problem:

- 5 points:** It is linked directly to the results of the analysis. The solution is explained in a correct level of detail, with the necessary gaps in detail explained adequately.
- 4 points:** It is linked somehow to the results of the analysis. The solution is explained in a good level of detail, with some necessary gaps in detail explained.
- 3 points:** It is linked in a vague way to the results of the analysis. The solution is explained with some detail, with few necessary gaps in detail explained.
- 2 points:** They attempt to link their solution to Music Informatics, but do not succeed in doing so. The solution is explained with little detail, with no gaps in detail explained.
- 1 point:** They do not attempt to link their solution to Music Informatics. The solution is explained with almost no detail, with no gaps in detail explained or acknowledged.

LOGIC AND COHERENCE

- 5 points:** The presentation maintains a logical and coherent flow throughout its entirety. There are no unanswered questions and no relevant tangents left unexplored. Arguments are substantiated thoroughly.
- 4 points:** The presentation mostly maintains a logical and coherent flow. There are a few unanswered questions and a few relevant tangents left unexplored. Arguments are substantiated adequately.
- 3 points:** The presentation occasionally suggests a logical and coherent flow. There are some unanswered questions and some relevant tangents left unexplored. Arguments are occasionally substantiated.
- 2 points:** The presentation does not have much flow. There are some unanswered questions and some relevant tangents left unexplored. Arguments are often not substantiated adequately.
- 1 point:** The presentation does not have any flow. There are many unanswered questions and many relevant tangents left unexplored. Arguments are not substantiated.

SUB-SECTION 4: ANSWERING OF QUESTIONS

ATTITUDE

- 5 points:** Students respond to questions kindly and thoughtfully. Students show respect to the question-asker. Students acknowledge the question as valid. Students directly address the issue raised, and if students do not know the answer, they admit as such.
- 4 points:** Students respond to questions kindly and thoughtfully. Students show respect to the question-asker.
- 3 points:** Students respond to most questions kindly and thoughtfully. Students usually show respect to the question-asker. Students may display a hint of confrontationalism at a particularly difficult question.
- 2 points:** Students respond to some questions in a confrontational manner. Students seem to be more concerned with displaying their mastery of the material than answering the question asked.
- 1 point:** Students respond to questions in a confrontational manner. Students are more concerned with displaying their mastery of the material than answering the question asked. It is obvious that students are offended by any questioning of their work.

PARTICIPATION

Note: consideration will be given if only one or two questions are asked.

- 5 points:** All students attempt to answer questions.
- 4 points:** Most students attempt to answer questions.
- 3 points:** A few students attempt to answer questions.
- 2 points:** One or two students attempts to answer questions.
- 1 point:** Only one student attempts to answer questions.

CONTENT

- 5 points:** The responses given show mastery of, and comfort with, the material. Students speak extemporaneously. Students may answer questions posed by referencing a “Frequently Asked Questions” handout or slide.
- 4 points:** The responses given show a perfunctory comfort with the material. Students may speak extemporaneously.
- 3 points:** The responses given show some understanding of the material.
- 2 points:** The responses given show little understanding of the material.
- 1 point:** The responses given show no understanding of the material.