## First Aid and CPR

<table>
<thead>
<tr>
<th>Course</th>
<th>Rationale</th>
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</thead>
<tbody>
<tr>
<td>First Aid and CPR Course Principles of LPSCS</td>
<td>Many LPSCS professionals are first responders. In order to sustain life until medical personnel arrive on the scene, first responders must know emergency medical procedures in first aid and cardiopulmonary resuscitation (CPR).</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Unit VIII</th>
<th>Personal and Work-Related Health, Safety, and Ethics</th>
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<tbody>
<tr>
<td>Essential Question</td>
<td>What should a first responder do in the case of a medical emergency?</td>
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<table>
<thead>
<tr>
<th>TEKS §130.292(c)(4)(E)</th>
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<table>
<thead>
<tr>
<th>Prior Student Learning</th>
<th>None</th>
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<tr>
<th>Estimated Time</th>
<th>2 to 4 hours</th>
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### Objectives

The student will be able to:

1. Identify the steps of CPR  
2. Differentiate between the three types of bleeding  
3. Recognize the steps in wound care  
4. Identify the characteristics, symptoms, and treatment for shock  
5. Distinguish between the three different degrees of burns and the treatment for each  
6. List the procedures for responding to poisonings  
7. Examine the injuries resulting from extreme heat and cold  
8. Demonstrate first aid and CPR procedures

### Engage

Ask the class to brainstorm scenarios they might encounter that would require either CPR or first aid. Have them consider every day, household items they might use for first aid purposes. Point out that the locations of the scenarios depend upon the agency’s jurisdiction and the main focus of enforcement. For example, a scenario with a rural game warden will differ greatly from a scenario with an urban police officer. Use the Discussion Rubric for assessment.

### Key Points

I. Steps of Adult CPR

   A. Check the scene for safety  
      1. Before giving CPR, make sure that the scene is safe for you and for the victim  
      2. Example – for a roadway accident, make sure that there is no traffic in the area that could injure you or the victim  
      3. Do not become a victim yourself  

   B. Position the body  
      1. The victim must be lying  
         a) On his or her back (if the victim is face down, roll him or her over onto his or her back)  
         b) On a firm, flat surface  
      2. Kneel at the victim’s side  
      3. Remove any restrictive clothing from the victim’s chest area  

   C. Check the victim for a response before giving CPR  
      1. Tap the victim and shout, “Are you okay?”
2. Shake the victim gently
3. If the victim does not respond, get help on the way as soon as possible

D. Get help by following the appropriate steps
1. Notify dispatch that you need emergency medical service (EMS) or Fire Service en route to the scene
2. Request an automated external defibrillator (AED) if your vehicle is not equipped with one

E. Check the victim’s breathing
1. Open the victim’s airway by tilting the head and lifting the chin
2. Check if the victim is breathing normally (take at least five seconds, but no more than 10 seconds, to do this)
3. Put your ear next to the victim’s mouth and nose
4. Look to see if the victim’s chest rises
5. Listen for breaths from the victim
6. Feel for the victim’s breaths on your cheek

F. Push on the victim’s chest
1. Put the heel of your hand on the center of the victim’s chest between the nipples
2. Put the heel of your other hand on top of the hand that is already on the victim’s chest
3. Push straight down on the victim’s chest to a depth of one and one-half to two inches with each push (also called a compression)
4. Push hard and fast
5. Repeat the compressions at a rate of 100 pushes per minute
6. After each compression, release the pressure on the victim’s chest and let it come back to its normal position

G. Open the victim’s airway
1. Tilt the victim’s head by pushing back on his or her forehead
2. Lift the victim’s chin by putting your fingers on the bony part of the chin
3. Do not press the soft part of the victim’s neck or under the victim’s chin
4. Lift the victim’s chin to move the jaw forward

H. Give the victim breaths
1. Your breaths give the victim air when he or she cannot breathe on his or her own
2. Follow these steps to give the victim breaths:
   a) Hold the victim’s airway open by tilting the head and lifting the chin
   b) Pinch the victim’s nose closed
   c) Take a normal breath and cover the victim’s mouth with your mouth (use personal protection equipment when available)
   d) Give the victim two one-second breaths
e) Watch for the victim’s chest to rise as you give each breath

I. Do sets of 30 pushes and two one-second breaths
   1. Try not to interrupt pushing on the chest for more than a few seconds
   2. Do not take too long to give the victim breaths

J. Watch for special situations
   1. Gasping is not breathing
      a) In the first few minutes after the heart stops, a victim may only gasp
      b) If the victim gasps when you open the airway to check his or her breathing, continue the steps of CPR
      c) The victim is likely to need all the steps of CPR
   2. If the first breath does not go in
      a) Reopen the airway by tilting the victim’s head and lifting the chin before giving the second breath
      b) Give two one-second breaths and then make 30 compressions
      c) Repeat the sets of 30 pushes and two breaths until the victim starts to move, or trained help takes over
      d) Recognize trained help (i.e., EMS responder, nurse, or doctor)
   3. If the victim is breathing normally but not responding
      a) Roll the victim on his or her side and wait for trained help to take over
      b) Start the steps of CPR from the beginning if the victim stops breathing again

II. Steps of Infant CPR
   A. Check the infant’s condition
      1. See if the infant is conscious
      2. Try to get a response from the infant, such as you would by tapping the infant’s foot
      3. Place the infant on a firm surface
   B. Open the infant’s airways
      1. Tilt the infant’s head back gently with one hand
      2. Lift the chin lightly with your other hand
      3. Check for signs of life
         a) Check the infant for breath by placing your head next to the infant’s mouth
         b) Look to see if the infant’s chest is rising and falling
      4. Give the infant two gentle rescue breaths
         a) Give breaths that are no more than one second
         b) Cover the infant’s nose and mouth with your mouth
         c) Gently breath into the infant
         d) Watch for the infant’s chest to rise, if it does not rise, the infant’s airway is blocked
C. Give the infant 30 chest compressions
   1. Give the compressions at the rate of 100 per minute
   2. Use two or three fingers in the center of the infant’s chest, just below the infant’s nipples
   3. Press down approximately one-third of the depth of the infant’s chest (about one and one-half inches)
D. Continue the sets of rescue breathing and compressions until trained help takes over

III. First Aid
   A. Wounds
      1. Three types of bleeding
         a) Capillary – blood oozes slowly
         b) Venus – blood flows steadily
         c) Arterial – blood spurts
      2. Wound attention
         a) Use gloves to protect against disease and infection
         b) Cover the wound with sterile gauze and apply pressure (most bleeding should stop within a few minutes)
         c) If an arm or a leg is involved, elevate the injury above the level of the heart while continually applying pressure to the wound
         d) Use a pressure bandage to hold pressure on the wound
         e) Wrap the bandage in a spiral pattern, snugly over the dressing, but not so tight that it cuts off circulation
         f) Apply another dressing with another bandage over it if the blood soaks through the first bandage
         g) Find a pressure point and apply pressure to slow the blood flow if the bleeding from an arm or leg cannot be controlled
      3. Minor wounds
         a) Clean with soap and water to prevent infection
         b) Flush the wound with running water
         c) Apply some antibiotic ointment to the wound
         d) Cover the wound with a sterile dressing and a bandage
      4. Amputations
         a) Control the bleeding
         b) Wrap the amputated area with a dry, sterile dressing
         c) Recover the amputated part and wrap it in a dry, sterile dressing or clean cloth
         d) Place the amputated part in a container and keep it cool by placing it on ice
      5. Imbedded or Impaled object
         a) Leave the impaled object in place
         b) Stabilize the impaled object to prevent movement which can cause more damage
         c) Control the bleeding by placing pressure around the object
d) Wrap the area with gauze or a clean cloth in order to stabilize the object

B. Shock
1. Affects the circulatory system
   a) Heart
   b) Vessels
   c) Blood
2. Classified as
   a) Pump failure – happens during a cardiac arrest when the heart does not pump enough blood
   b) Fluid loss – caused by vomiting, diarrhea, or lack of water
   c) Pipe Failure – a spinal cord injury or severe allergic reaction
3. Do not wait for symptoms instead immediately treat victims for shock
4. Symptoms
   a) Anxiety/restlessness
   b) Pale lips
   c) Rapid breathing
   d) Pale and cold or clammy skin
   e) Rapid pulse
5. Treatment
   a) Attend to any immediate life threatening injuries
   b) Lay alert and/or responsive victims on their backs when appropriate
   c) Elevate the victim’s legs 6 to 12 inches to move blood from the legs to the heart
   d) Place a nonresponsive or vomiting victim on his or her left side in the recovery position
   e) Wrap the victim with blankets to prevent heat loss
6. Anaphylactic shock
   a) Caused by a severe allergic reaction to a substance either eaten or ingested
      (1) Examples
         (a) Medications
         (b) Foods
         (c) Insect stings
         (d) Medical dyes
   b) Life-threatening, requires immediate medical care
   c) Signs and symptoms could appear within minutes of contact
      (1) Difficulty breathing
      (2) Shortness of breath and wheezing
      (3) Itching, rash, or hives
      (4) Swelling of the tongue, mouth, and throat

C. Burns
1. Tissue receives more thermal energy than it can absorb

2. Types
   a) Heat
   b) Chemical
   c) Electrical

3. Levels
   a) First degree (superficial)
   b) Second degree (partial thickness)
   c) Third degree (full thickness)

4. General Information
   a) Rule of palm – the palm represents about 1 percent of the total body surface
   b) Burns on the face, feet, and genitals are more severe
   c) Burns can be more severe for small children and the elderly
   d) Preexisting conditions may affect the severity of the burn

5. Treatment
   a) Determine the depth, location, and size of the burn
   b) First degree burns
      (1) Immerse the affected area in cool water or apply a cold, wet cloth until the burn is pain free
      (2) Apply an aloe vera gel or skin moisturizer
   c) Small second degree burns
      (1) Apply an antibiotic ointment
      (2) Cover the burn with a dry, sterile dressing
   d) Large second degree and third degree burns
      (1) Cover with a dry, sterile dressing
      (2) Bandage loosely
   e) Chemical burns
      (1) Remove the chemical as quickly as possible (brush off any dry or powdered chemical from the victim’s skin)
      (2) Remove any contaminated clothing or jewelry before flushing the burn area
      (3) Immediately flush the victim’s skin with water
      (4) Cover the burn with a dry, sterile dressing
   f) Electrical burn
      (1) Remember that electrical current travels along the path of least resistance, often through blood vessels and nerves until it finds an outlet
      (2) Make sure that the location is safe by disconnecting or unplugging the source of electricity
      (3) Check if the victim is responsive and breathing
      (4) Check the victim for a possible spinal injury if he or she fell during electrocution
      (5) Treat for shock
(6) Cover the burn with a sterile dressing
(7) Bandage loosely

D. Poisoning
1. Factors affecting care
   a) The age and the size of the victim (poisoning is usually intentional when it happens to adults)
   b) The type of poison that was ingested (some substances cause immediate damage)
   c) The amount of the poison ingested
   d) The amount of time that the poison has been ingested
2. Contact the Poison Control help number for further instructions 1-800-222-1222

E. Cold and Heat Emergencies
1. Frostbite
   a) Occurs when the skin freezes
   b) Causes the skin to become numb and turn grey or waxy white
   c) May cause the victim to feel stiff and cold
   d) Usually effects the extremities
   e) Treatment
      (1) Get the victim out of the cold
      (2) Remove all of the victim’s wet or constrictive clothing
      (3) Place a dry dressing between the victim’s affected fingers and/or toes
2. Hypothermia
   a) The victim’s body loses more heat than it produces
   b) Symptoms
      (1) Shivering
      (2) Confusion
      (3) Cold skin
   c) Treatment
      (1) Get the victim out of the cold
      (2) Remove the victim’s wet clothes
      (3) Warm the victim with blankets
      (4) Cover the victim’s head
      (5) Give the victim a sugary drink
3. Heat cramps
   a) Move the victim to a cool area
   b) Stretch the muscles
   c) Offer the victim some water or a sports drink
4. Heat exhaustion
   a) Move the victim to a cool area
   b) Provide the victim some water or a sports drink
   c) Have the victim lie down
   d) Apply a cool cloth to the victim’s head, neck, or groin area
5. Heat stroke
a) Move the victim to a cool area  
b) Remove any heavy clothing that the victim is wearing  
c) Cool the victim rapidly by any means possible

**Activities**

1. **CPR Demonstration.** Set up a CPR mannequin or prepare the students to use a simulated one. Have students take turns demonstrating proper CPR procedures on the mannequin. Use the CPR Demonstration Checklist for the activity and the assessment.

2. **First Aid Triage.** Write the types of injuries on note cards. Divide the class into teams. Have each of the teams draw a card. Then have the teams take turns demonstrating the proper treatment on an imaginary victim with the injury they have selected *(Note: have the needed first aid supplies available for the students to use. See the materials list for details)*. For example, if the card says “first degree burn”, the team would perform and explain the steps they would take to treat that injury if they were the first responder. The students would say and demonstrate the following actions: immerse the affected area in cool water or apply a cold, wet cloth until the burn is pain free; then apply aloe vera or skin moisturizer on the affected area. Use the First Aid Demonstration Checklist for assessment.

**Assessments**

First Aid and CPR Exam and Key  
CPR Demonstration Checklist  
First Aid Demonstration Checklist  
Discussion Rubric  
Individual Work Rubric  
Presentation Rubric

**Materials**

First Aid and CPR computer-based presentation  
CPR mannequins or a simulated mannequin  
First aid items  
5–10 cravats, such as strips of cloth, triangular bandages folded into strips, roller gauze, or other similar material to tie or anchor splints in place  
6–10 sterile gauze squares, 4 inches by 4 inches in size, (may be packaged as singles, doubles, or multiples)  
4–6 roller bandages (Kling or similar) any size  
1 abdominal trauma dressing (ABD)  
adhesive tape  
mouth-to-mask device and bag-mask device  
biohazard bag  
hand sanitizer  
cell phone (for simulating a 911 call)
1 pair of scissors
Personal protective equipment (PPE)
  10 pairs of gloves
  2 sets of goggles or safety glasses

**Resources**
American Heart Association [www.americanheart.org/cpr](http://www.americanheart.org/cpr)
Texas Department of Criminal Justice, First Aid and Infection Control High School Pre-service, 2010
Do an Internet search for the following: baby center infant first aid CPR

**Accommodations for Learning Differences**
For reinforcement, the students will create a flowchart for the CPR and first aid procedures. Use the Individual Work Rubric for assessment.

For enrichment, the students will work as partners to teach CPR or a first aid method to the class. They must create a step-by-step instructional brochure that illustrates the procedure they selected. For example, if one team selects the topic of treating burns with first aid, they would create an informational brochure covering the different types of burns and their treatments, and present that demonstration to the class. Use the Individual Work Rubric and the Presentation Rubric for assessment.

**State Education Standards**
Texas Essential Knowledge and Skills for Career and Technical Education
§130.292. Principles of Law, Public Safety, Corrections, and Security (One-Half to One Credit).
(4) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:
(E) demonstrate first aid and cardiopulmonary resuscitation procedures.

**College and Career Readiness Standards**
Cross-Disciplinary Standards
I. Key Cognitive Skills
  E. Work habits
    1. Work independently.
    2. Work collaboratively.
First Aid and CPR Exam

1. _____ Select the following option that shows the steps of adult CPR in the proper order:
   A. Position the body, scene safety, give breaths and push on chest
   B. Scene safety, check for breathing, position the body, and push on chest
   C. Position the body, scene safety, check breathing, and push on chest
   D. Scene safety, position the body, check for breathing, and push on chest

2. _____ Which of the following is the correct way to check for breathing?
   A. Look to see if the chest rises, lift the chin to open the airway, feel for breaths on your cheek
   B. Look to see if the mouth is open, listen for breaths, feel for pulse on the neck
   C. Look to see if the chin is tilted back, listen for sirens, feel the chest for heartbeats
   D. Look to see if the chest rises, listen for breaths, feel for breaths on your cheek

3. _____ When pushing on the chest, you should compress the chest approximately _______ inches at a rate of ______________ pushes per minute.
   A. one to one-and-a-half inches; 100
   B. two to two-and-a-half inches; 30
   C. two to two-and-a-half inches; 100
   D. one to one-and-a-half inches; 30

4. _____ When giving rescue breaths you should give _______ breaths for _______ second(s) each.
   A. five; two
   B. two; one
   C. three; one
   D. two; five

5. _____ While conducting CPR you should give _______ breaths and _______ pushes.
   A. two; thirty
   B. two; fifteen
   C. one; thirty
   D. one; fifteen

6. _____ Infants requiring CPR receive _______ breaths and _____________ compressions.
   A. one; fifteen
   B. two; fifteen
   C. one; thirty
   D. two; thirty
7. _____ In infant CPR you should place your mouth ____________________.
   A. over the infant’s mouth only
   B. over the infant’s mouth and nose
   C. over the infant’s nose only
   D. None of the above

8. _____ What are the three types of bleeding?
   A. Capillary, venus, arterial
   B. Capillary, venious, arterial
   C. Capsule, vein, arterial
   D. Capsule, venus, arterial

9. _____ If an arm or leg is bleeding, you should ____________________.
   A. apply pressure to the chest
   B. elevate the limb at eye level
   C. apply pressure to the affected limb
   D. elevate the limb above the heart and apply pressure

10. _____ Minor wounds can be treated with soap and water, application of antibiotic
     ointment, and a ________________________.
     A. clean towel
     B. clean, sterile dressing and a bandage
     C. sterile pad
     D. clean bandage

11. _____ When dealing with amputations, if the amputated part can be found you should
     ____________________.
     A. put it in your pocket for safe keeping
     B. wrap it in bandages to stop bleeding
     C. wrap in a clean dressing and place it on ice
     D. bury the part in ice so it stays fresh

12. _____ If you encounter a victim with an impaled object what action should you take?
     A. Remove the item immediately
     B. Stabilize the victim’s affected limb
     C. Do nothing until it stops bleeding
     D. Stabilize the impaled object

13. _____ The circulatory system is made up of which three parts?
     A. Heart, blood, arteries
     B. Heart, blood, vessels
     C. Head, blood, vessels
     D. Heart, brain, vessels
14. ____ What three actions cause shock?
   A. Pump loss, fluid failure, pipe loss
   B. Pump failure, fluid failure, pipe failure
   C. Pump failure, fluid loss, pipe failure
   D. Pump loss, fluid loss, pipe failure

15. ____ Which of these symptoms is not characteristic of a shock victim?
   A. Dizziness and fainting
   B. Pale lips and skin
   C. Rapid breath and pulse
   D. Anxiety/restlessness

16. ____ Which statement is not true regarding anaphylactic shock?
   A. It is life-threatening
   B. It is caused by touching an item
   C. It is a severe allergic reaction
   D. It causes shortness of breath

17. ____ What are the three types of burns?
   A. Heat, chemical, electrical
   B. First degree, second degree, third degree
   C. Superficial, partial thickness, full thickness
   D. Heater, chemical, electricity

18. ____ Which of these is not a heat-related emergency?
   A. Hypothermia
   B. Heat cramps
   C. Heat exhaustion
   D. Heat stroke

19. ____ Which of these occurs when skin freezes and turns numb and grey?
   A. Hypothermia
   B. Heat cramps
   C. Frostbite
   D. Heat exhaustion

20. ____ Which heat-related emergency requires you to remove the victim’s heavy clothing and cool their body by any means available?
   A. Hypothermia
   B. Heat cramps
   C. Heat exhaustion
   D. Heat stroke
First Aid and CPR Exam Key

1. C
2. D
3. A
4. B
5. A
6. D
7. B
8. A
9. D
10. B
11. C
12. D
13. B
14. C
15. A
16. B
17. A
18. A
19. C
20. D
# CPR Demonstration Checklist

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Pts.</th>
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<tbody>
<tr>
<td><strong>Check the scene for safety</strong></td>
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<tr>
<td>The student checked the scene for safety before treating the victim; no danger was present</td>
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<tr>
<td><strong>Check the victim for a response (yell/shake)</strong></td>
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<tr>
<td>The student checked the victim for a response by either yelling, “Are you okay?” or shaking the victim gently</td>
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<tr>
<td><strong>Notify dispatch to send the Fire Service/EMS or to request a automated external defibrillator (AED)</strong></td>
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<tr>
<td>The student notified dispatch of the need for medical or AED assistance</td>
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<tr>
<td><strong>Open the victim’s airway by tilting his or her head and lifting the chin</strong></td>
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<tr>
<td>The student used the proper two-handed technique to open the victim’s airway</td>
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<tr>
<td><strong>Look, listen, and feel for the victim’s breath</strong></td>
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<tr>
<td>The student completed all of the following:</td>
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<tr>
<td>• Watched the victim’s chest rise</td>
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<tr>
<td>• Listened for the victim’s breath</td>
<td></td>
</tr>
<tr>
<td>• Felt for the victim’s breath</td>
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<tr>
<td><strong>Proper positioning of the student’s hands on the victim’s chest</strong></td>
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<tr>
<td>The student placed a hand in the center of the victim’s chest directly between the victim’s nipples</td>
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<tr>
<td><strong>Make hard and fast compressions at a depth of one-and-a-half to two inches and at a rate of 100 pushes a minute</strong></td>
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<tr>
<td>The student made compressions that were one-and-a-half to two inches deep and completely released the pressure in between the compressions</td>
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<tr>
<td><strong>Give the victim two breaths using the proper procedure</strong></td>
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<tr>
<td>The student placed his or her mouth on the mouth of the victim and gave two, one-second breaths</td>
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<tr>
<td><strong>Gave the victim thirty compressions and two breaths</strong></td>
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<tr>
<td>The student counted his or her compressions aloud and gave two properly placed one-second breaths</td>
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<tr>
<td><strong>Total Points (9 pts.)</strong></td>
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Comments:
## First Aid Demonstration Checklist

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Pts.</th>
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<tbody>
<tr>
<td><strong>Identify the type of injury correctly</strong></td>
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<tr>
<td>The student correctly assessed the type and severity of the injury on his or her first attempt</td>
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<tr>
<td><strong>Put on the appropriate protective gear</strong></td>
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<tr>
<td>The student immediately put on gloves and/or other protective gear prior to contact with the victim</td>
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<tr>
<td><strong>Use the proper procedures for cleaning the injury</strong></td>
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<tr>
<td>The student immediately knew to cleanse the wound and used the proper procedure to do so</td>
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<tr>
<td><strong>Apply the appropriate medication</strong></td>
<td></td>
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<tr>
<td>The student selected the appropriate and necessary medication for the injury</td>
<td></td>
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<tr>
<td><strong>Follow the correct steps for the treatment of the injury</strong></td>
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<tr>
<td>The student followed all of the treatment steps in order without assistance</td>
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<tr>
<td><strong>Take the proper action to sustain the victim until medical help arrives</strong></td>
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<tr>
<td>The student was knowledgeable assessing and treating the victim's injury until medical help arrived</td>
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<tr>
<td><strong>Total Points (6 pts.)</strong></td>
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**Comments:**
Name_________________________________________ Date_________________________________________

### Discussion Rubric

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<tbody>
<tr>
<td>Participates in group discussion</td>
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<td>Encourages others to join the conversation</td>
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<tr>
<td>Keeps the discussion progressing to achieve goals</td>
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<tr>
<td>Shares thoughts actively while offering helpful recommendations to others</td>
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<td>Gives credit to others for their ideas</td>
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<td>Respects the opinions of others</td>
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<td>Involves others by asking questions or requesting input</td>
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<tr>
<td>Expresses thoughts and ideas clearly and effectively</td>
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**Total Points (32 pts.)**

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<tr>
<td>Follows directions</td>
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<td>Student completed the work as directed, following the directions given, in order and to the level of quality indicated</td>
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<tr>
<td>Time management</td>
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<td>Student used time wisely and remained on task 100% of the time</td>
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<tr>
<td>Organization</td>
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<tr>
<td>Student kept notes and materials in a neat, legible, and organized manner. Information was readily retrieved</td>
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<tr>
<td>Evidence of learning</td>
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<td>Student documented information in his or her own words and can accurately answer questions related to the information retrieved</td>
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<tr>
<td>*Research/Gathering information (if relevant)</td>
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<tr>
<td>Student used a variety of methods and sources to gather information. Student took notes while gathering information</td>
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Total Points (20 pts.)

Comments:
# Presentation Rubric

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<tr>
<td><strong>Topic/Content</strong></td>
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<tr>
<td>• Topic discussed completely and in-depth</td>
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<td>• Includes properly cited sources (if used)</td>
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<tr>
<td><strong>Creativity/Neatness</strong></td>
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<tr>
<td>• Integrates a variety of multimedia effects to create a professional presentation (transition and graphics) or appropriate visual aid used</td>
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<tr>
<td>• Title slide, table of contents, bibliography are included, using acceptable format</td>
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<td><strong>Mechanics</strong></td>
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<td>• Grammar, spelling, punctuation, and capitalization are correct</td>
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<td>• Image and font size are legible to the entire audience</td>
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<tr>
<td><strong>Oral Presentation</strong></td>
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<td>• Communicates with enthusiasm and eye contact</td>
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<td>• Voice delivery and projection are dynamic and audible</td>
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<td><strong>Audience Interaction</strong></td>
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<td>• Presentation holds audience’s attention and relates a clear message</td>
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<td>• Clearly and effectively communicates the content throughout the presentation</td>
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<td><strong>Total Points (20 pts.)</strong></td>
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