Unit 4, Outcome 2 – Final Oral Presentation

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| **Excelling** | Defines a timeline | Provides feedback to peers on their design briefs | Seeks further teacher input | Incorporates other ways to influence the audience | Provides feedback to peers on their design briefs | Uses abbreviations and symbols | Varies tone and pace | Incorporates a variety of appropriate techniques | Engages with the wider audience | Shares a handout | Presents for  8 to 10 minutes | Outlines possible solutions for constructive points | Reflects on feedback | Summaries ways forward for next time |
| **Achieving** | Includes detailed information for each section of the oral presentation | Discusses feedback to improve understanding | Writes a final copy applying feedback and corrections | Includes evidence and references sources | Discusses feedback to improve understanding | Adds in notes about eye contact, stance, voice | Uses intonation consistently | Enhances presentation with hand gestures and facial expressions | Engages with a few members of the audience | Incorporates props | Presents for  6 to 8 minutes | Gives detailed positive and constructive points | Explains feedback | Outlines the key ideas in each traffic light section |
| **Satisfactory** | Outlines key sections of the oral presentation | Sits with teacher during feedback | Proofreads to identify and fix mistakes | Incorporates persuasive language | Sits with teacher during feedback | Spells out words if unsure of their pronunciation | Uses intonation on occasion | Stands in a formal manner | Looks at the audience occasionally | Uses the whiteboard | Presents for  4 to 6 minutes | Lists a mixture of positive and constructive points | Summarises feedback | Includes details in each traffic light section |
| **Not yet satisfactory** | Identifies topic, audience and purpose of the oral presentation | Submits design brief for feedback | Brainstorms, plans and drafts the script | Follows a clear sequence and structure | Submits design brief for feedback | Identifies and highlights key words and terms | Speaks in monotone | Remains in one position or moves around a lot | Looks at the teacher occasionally | Uses a PowerPoint | Presents for less than 4 minutes | Lists a few positive points | Reads feedback | Includes key words in each traffic light section |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not presented | Not shown | Not shown | Not shown |
| **Criteria** | **Structure** | **Teacher feedback** | **Writing process** | **Details** | **Teacher feedback** | **Annotations** | **Voice** | **Non-verbal communication** | **Eye contact** | **Visuals** | **Length** | **Giving feedback** | **Receiving feedback** | **Self-reflection** |
| **Design brief** | | **Script** | | | | **Presentation** | | | | | **Feedback and reflection** | | |