

Oral Presentation INDIVIDUAL Assessment Report

Assessment Criteria		Individual		
		Student Name		
		Area of strength (AS)	Satisfactory (S)	Area for improvement (AI)
Language Use and Delivery (30%)	Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Eye contact & body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question and Answer (20%)	Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Appropriateness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interactiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Comments				

Oral Presentation GROUP Assessment Report

Topic: _____ Group No. _____

Assessment Criteria		Group		
		Area of strength (AS)	Satisfactory (S)	Area for improvement (AI)
Organization and Content (30%)	Knowledge of the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Analytical ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Originality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Coherence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Co-operation (20%)	Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Timing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of communication aids (e.g. graphic materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Team spirit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Comments				

Oral Presentation Score Sheet

For Teacher Use ONLY

Assessment Criteria		Individual			
		Student Name	Student Name	Student Name	Student Name
Language Use and Delivery (30%)	Fluency	/ 30	/ 30	/ 30	/ 30
	Accuracy				
	Clarity				
	Tone				
	Eye contact & body language				
Question and Answer (20%)	Relevance	/ 20	/ 20	/ 20	/ 20
	Appropriateness				
	Interactiveness				
		Group			
Organization and Content (30%)	Knowledge of the topic	/ 30			
	Research skills				
	Analytical ability				
	Originality				
	Completeness				
	Coherence				
Group Co-operation (20%)	Preparation	/ 20			
	Timing				
	Use of communication aids (e.g. graphic material)				
	Team spirit				
Total (100%)		/ 100	/ 100	/ 100	/ 100

Oral Presentation Rubric (for reference only)

	Excellent	Good	Fair	Pass	Failure
Language Use and Delivery (30%)	<ul style="list-style-type: none"> Speaks fluently, naturally, effectively and confidently Good command of language use with high accuracy Very clear voice, good intonation, suitable volume and pace Holds attention of entire audience with the use of direct eye contact, seldom looking at notes Body language consistently used with good effect 	<ul style="list-style-type: none"> Speaks fluently and effectively, initial nervousness but not distracting Accurate language use with some repairs Clear voice, slightly unnatural intonation, satisfactory volume and pace Consistent use of direct eye contact with audience, but still returns to notes Body language usually used with good effect, although very occasionally lacking 	<ul style="list-style-type: none"> Speaks fairly fluent, apparent discomfort, distraction on occasion Moderate command of language use with some flaws Monotonous intonation, but this does not significantly interfere with meaning, at some points, unvaried or erratic volume and pace Some eye contact, but not maintained and often returns to notes Body language occasionally stiff, discouraging rapport 	<ul style="list-style-type: none"> Speaks stammeringly and unclearly Fair command of language use with glaring mistakes Lack of appropriate intonation, unvaried or erratic volume and pace Displays minimal eye contact with audience, while reading mostly from the notes Body language is very stiff 	<ul style="list-style-type: none"> Speaks stammeringly and unclearly, nervousness distracts throughout the presentation Poor command of language use which is incomprehensible Intonation causes severe problems for the listener – difficult to understand. Very nervous and stilted. Low volume and inappropriate pace No eye contact with audience, as entire report is read from notes Body language still, stiff and uncommunicative or very distracting gestures
Questions and Answers (20%)	<ul style="list-style-type: none"> Full relevant responses to audience questions Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all questions and feedback Demonstrates active audience participation and able to invite discussions. 	<ul style="list-style-type: none"> Adequate relevant responses to audience questions Demonstrates knowledge of the topic by responding accurately and appropriately to questions and feedback Demonstrates active audience interaction 	<ul style="list-style-type: none"> Some relevant but incomplete responses to audience questions Demonstrates some knowledge of the topic by responding accurately and appropriately to questions and feedback Encourages audience participation 	<ul style="list-style-type: none"> Inadequate responses to audience questions Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions and feedback. Reluctantly interacts with audience 	<ul style="list-style-type: none"> Fails to respond to audience questions Gives vague, nonspecific responses to questions and feedback Fail to encourage audience participation

<p>Organization and Content (30%)</p>	<ul style="list-style-type: none"> • Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues • Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information; and presents evidence of extensive and valid research with multiple and varied sources • Combines and evaluates existing ideas to form new insights • Uses the unexpected to full advantage; very original, clever and creative approach that captures audience's attention • Structures the presentation with definite beginning, middle, and end • Ends with logical, effective and relevant conclusion with supports of evidence 	<ul style="list-style-type: none"> • For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included • Did a very good job of researching; utilized materials provided to their full potential; presents evidence of valid research with multiple sources • Combines existing ideas to form new insights • Origin; clever at times; good variety of blending of materials/ media • Structures the presentation with beginning, middle, and end • Ends with coherent conclusion based on evidence 	<ul style="list-style-type: none"> • Explanations of concepts or theories are partly accurate. Attempt to make to tie in theory. There is some information that is not connected to the presentation thesis • Used the material provided in an acceptable manner, presents evidence of research with sources • Combines existing ideas • Some originality apparent; good variety of blending of materials • Beginning, middle, and end of presentation are not clearly identified • Ends with a conclusion based on some data or evidence 	<ul style="list-style-type: none"> • Explanations of concepts and theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis • Used the material provided in an acceptable manner, but did not consult any additional resources • Shows little evidence of the combination of ideas • Little or no variation; a few original touches but for the most part material presented with little originality or interpretation • Beginning, middle, or end of presentation is difficult to define • Ends with a conclusion based on very thin data or evidence 	<ul style="list-style-type: none"> • Thesis is not clear; information included that does not support thesis in any way. No reference is made to literature or theory. • Did not utilize resources effectively; did little or no fact gathering on the topic • Shows no evidence of the combination of ideas • Bland, predictable. Repetitive with little or no variety; little creative energy used • Missing either beginning, middle, or end • Ends with a conclusion not related to data or evidence given
<p>Group Cooperation (20%)</p>	<ul style="list-style-type: none"> • Good and adequate preparation • Timing and pacing well managed and overall has been apparently rehearsed well, with appropriate weighting of different sections of the talk • Effective use of communication aids, including charts and graphs, videos etc. in a professional manner • Strong team spirit 	<ul style="list-style-type: none"> • Adequate preparation • Timing well managed and overall has been apparently rehearsed, with appropriate weighting of different sections of the talk • Appropriate and easy-to-see communication aids • Good team spirit 	<ul style="list-style-type: none"> • Fair preparation • Timing slightly faulty; overall has apparently rehearsed the presentation; weighting of different sections perhaps not ideal • Communication aids have to be read to the audience and contain a few inaccuracies • Some sign of team spirit 	<ul style="list-style-type: none"> • Inadequate preparation • Appears not properly prepared. Perhaps significant timing errors or has inappropriate weighting of different sections of the talk • Communication aids are poorly prepared and used inappropriately • Little sign of team spirit 	<ul style="list-style-type: none"> • No preparation • Timing faulty and has inappropriate weighting of different sections of the talk • Absence of communication aids • Teammates seem working on their own, no team spirit