Topic 4 Worksheet 2

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| CRITERIA | FAIL | PASS | CREDIT | DISTINCTION | HIGH DISTINCTION |
| Communication & Presentation Skills  45% | Presentation is lacking in coherence. Presentation is not polished. Does not adhere to the prescribed time limit. Ineffective structure with poor punctuation, spelling and/or grammar.  The presenter is not adequately groomed, which has affected the quality of the presentation. | Presentation is coherent for the most part; however, missing one or two of the following elements: clear introduction, transitions, language use, and conclusion. Speaker demonstrates adequate knowledge of the subject. Presentation is polished for the most part; however, missing one or more of the following elements: speaker uses sentences, enunciates well, is fluent in the delivery, maintains a sufficient pace and eye contact. Adequate structure with occasional punctuation, spelling and grammatical errors. Does not run over allotted time. The presenter is groomed but further attention to detail is required. | Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject. Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, does not run over allotted time. Accurate use of punctuation, spelling and grammar.  The presenter is groomed and has developed a good presentation with attention placed into the background, location etc. | Presentation shows great clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, demonstrates knowledge of key points. Presentation shows great style - speaks in sentences, clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practised. Very good use of punctuation, spelling and grammar. The presenter is well groomed and has developed an excellent presentation with attention placed into the background, location. | Presentation shows exceptional clarity - explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, no use of jargon, demonstrates knowledge of key points. Presentation shows exceptional style - speaks in sentences, clear enunciation, fluent delivery, well-paced, maintains eye contact, fits time requirement, clearly practised. The presenter is highly groomed and has developed an exceptional presentation with considerable attention placed into the background, location etc. |
| Content of Presentation  35% | Incomplete and/or not helpful explanations with little or no indication of interaction among communication theory; presents researched information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences). | Explanations are complete and helpful but include little or no interaction among communication theory or explanations are not quite as complete or helpful. There is an indication of interaction between experiences and theory; some conclusions drawn but obvious ones missed. | Explanations of communication theory are complete and helpful and indicate how the theory interacts with examples for a successful outcome; conclusions are drawn, connections and inferences are made effectively. | Effective use of information, inclusive of complete explanations on communication theory; connections between theory and examples are made, inferences drawn and are well thought out. Convergence amongst resources sound. | Substantive use of information inclusive of complete, helpful explanations on communication theory; connections between theory and examples are made, inferences drawn and are judiciously researched. Convergence amongst resources evident. |
| Research  20% | Quality of information is unreliable and/or inaccurate; resources are not valid. Resources are irrelevant to the chosen communication topic. Inadequate formatting and referencing. | Quality of information is mostly accurate with only a few minor errors; one resource may be questionable; however, overall resources are good but not varied enough. A portion of resources are relevant to the communication topic. Adequate formatting and referencing. | Quality of information is accurate; resources are legitimate; resources are varied when appropriate. Resources are presented in a timely manner. Majority of resources are relevant to the communication topic. Formatting and referencing appropriate. | Quality of information is significant and accurate; resources are varied when appropriate. Resources are relevant and presented in a timely manner. Very good formatting and referencing. | Quality of information is extensive and accurate; resources are validated and varied when appropriate. All resources are relevant and presented in a timely manner. Excellent referencing and formatting. |

How to use this rubric:

Start by studying the different areas of which a piece of work can be graded. These are on the vertical axis of the table and are referred to as the criteria. Then look at the grades across the top of the horizontal axis. A good comparison to start with is the differences between Fail and Pass grades in the specific areas. Then compare these to the High Distinction criteria. Watch a talk online and examine the rubric as you watch. What techniques do you notice from the speaker, and where could you learn from them?

When you’re preparing your own presentation, look at the rubric that will be used to grade you. Think carefully and strategically about what you can include to make sure you stay on the right-hand side of Fail/Pass. If you get the chance, watch other classmates as they present, using the same rubric, and see how you can improve your own performance. Listen openly and carefully to feedback you are given, as a ‘balcony view’ of your performance will be far more neutral than your own perspective.heet 2