

General assessment criteria for **oral presentations**

Level indicators L4, L5, L6 and L7: stratification of some criteria by level are given where appropriate, indicated by * and found at bottom of first section.

Mark/ Class	Content and structure	Presentation skills	Preparation and Time management	Handling of questions and research
Answers in the upper range (>80%) will be outstanding in terms of originality, sophistication and breadth of understanding of relevant themes and material.				
70 - 100% 1st	<ol style="list-style-type: none"> 1. Content is always relevant to, and focussed on the topic.* 2. Demonstrates excellent understanding of topic.* 3. Develops and sustains an argument lucidly and persuasively. 4. Clear structure from the outset with clearly defined sections so that each section links with and builds on the previous one, producing a coherent and logical story. 5. Evidence of extensive reading and research around the subject area. 	<ol style="list-style-type: none"> 1. Clear, well-paced verbal delivery at suitable volume for the environment 2. Variability in tone and expression clearly linked to subject matter 3. Audience is engaged by use of a wide range of devices which may include eye contact, reference to shared experiences, written and visual materials, attention to differences in learning styles, and may use humour/physical movement as additional devices 	<ol style="list-style-type: none"> 1. Clear evidence of preparation. Materials are well prepared and martialled together. Smooth transition between sections. 2. Clear evidence that prior knowledge of the audience has been considered. 3. Sufficient time has been allowed prior to the presentation to familiarise with materials, equipment and content. 4. The presentation is well timed and balanced. 	<ol style="list-style-type: none"> 1. Perceptive and accurate answers to questions demonstrating excellent knowledge and engagement with topic. 2. Shows evidence of wide and often critical reading.*

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	<p>L4 *keeps a clear focus on basic/key concepts of topic</p> <p>L5 *clearly focuses on the major concepts of topic and considers wider implications and different viewpoints</p> <p>L6 *maintains focus on major concepts of topic while still successfully identifying a wide range of concepts and implications of topic</p> <p>L7 * maintains focus on a complex or specialised topic while still successfully identifying a wide range of concepts and implications of topic and considering it from a number of angles and in depth.</p>	<p>L4* Show signs of originality in how the presentation deals with the topic</p> <p>L5* Is somewhat individual or original in how it deals with the presentation, and offers some of the student's own ideas.</p> <p>L6* Has an original and inventive approach to the presentation, and offers some of the student's own ideas, data, interpretations or proposals . Offers reader new insights and could form the basis for further research on the topic.</p> <p>L7* Consistently and effectively relates theory to practice, and is able to use the presentation as a basis for new interpretations of previous research and proposals for change in practice.</p>	<p>Criteria applies to L4-L7 equally.</p>	<p>L4 * Shows outstanding ability summarise reading.</p> <p>L5* Shows outstanding ability to summarise and also synthesise information gathered in a variety of ways.</p> <p>L6* Shows a high degree of independence in finding and using sources in the presentation. Shows outstanding ability to synthesise information.</p> <p>L7* Shows evidence of wide, critical and insightful reading, and appropriate use of other sources of data, including previous research in the field by others, personal research, observation and/or experience. Shows outstanding ability to synthesise information.</p>

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60-69% 2(i)	<ol style="list-style-type: none"> 1. Content is generally relevant to, and focussed on the topic.* 2. Demonstrates a good understanding of topic.* 3. Develops and sustains an argument logically and coherently. 4. Clear structure with clearly defined sections so that each section links with and builds on the previous one, producing a coherent and logical discussion of selected material. 	<ol style="list-style-type: none"> 1. Clear, well-paced verbal delivery at suitable volume for the environment 2. May lack variability in tone and expression 3. Audience is engaged by use of a wide range of devices which may include eye contact, reference to shared experiences, written and visual materials, attention to differences in learning styles 	<ol style="list-style-type: none"> 1. Visual aids prepared to a high standard. Clear and legible to the audience. 2. Clear evidence that prior knowledge of the audience has been considered. 3. Sufficient time has been allowed prior to the presentation to familiarise with materials, equipment and content. 4. The presentation is well timed and balanced. 	<ol style="list-style-type: none"> 1. Correct and detailed answers to questions demonstrating good knowledge of topic. 2. Shows evidence of a range of relevant reading.

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50-59% 2(ii)	<ol style="list-style-type: none"> 1. Occasionally fails to focus on topic and is not always relevant.* 2. Demonstrates understanding of most of the basic concepts of topic but may be rather one-sided.* 3. Develops arguments adequately but not always systematic or coherent. 4. Mostly clear structure with defined sections so that each section links with the previous one, although not always in a manner which enable the audience to follow the development of the argument. 	<ol style="list-style-type: none"> 1. Mostly clear, well-paced verbal delivery at suitable volume for the environment 2. Somewhat lacking in variability of tone and expression 3. Audience is engaged by a limited range of devices which may include only two or three of the following:- eye contact, reference to shared experiences, written and visual materials, attention to differences in learning styles 	<ol style="list-style-type: none"> 1. Preparation about adequate. A prepared script and slides were evident. 2. Some evidence that prior knowledge of the audience has been considered. 3. Sufficient time has been allowed prior to the presentation to familiarise with materials and content but perhaps not equipment. 4. The presentation is well timed and balanced, although some parts may be skipped to keep within the time limit. 	<ol style="list-style-type: none"> 1. Sound but not necessarily complete or extensive answers to questions demonstrating some incomplete knowledge. 2. Shows evidence of some relevant reading

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40-49% 3	<ol style="list-style-type: none"> 1. Contains some irrelevancies and deviates from topic 2. Demonstrates limited understanding of most of the basic concepts of topic but may be rather one-sided* 3. Arguments not sufficiently developed or too superficial 4. The structure of the presentation is not always clear and the content is fragmented or sections do not link with each other or build on previous ones. 	<ol style="list-style-type: none"> 1. Overall clear, though pace of verbal delivery and/or volume may be inappropriate 2. Monotonous and lacking in expression. 3. Limited audience engagement. Almost total reliance on one of the range of devices which might have been included e.g. eye contact, reference to shared experiences, written and visual materials, attention to differences in learning styles. The presentation may consist mainly of reading from a script with no reference to audience either directly or in the content. 	<ol style="list-style-type: none"> 1. Some evidence of preparation and a little forethought. Overall impression of being 'thrown' together in a hurry. 2. Little evidence that prior knowledge of the audience has been considered. 3. Sufficient time has been allowed prior to the presentation to familiarise with the majority of materials and content but not equipment. 4. The presentation is within the time limit although some sections may be rushed or parts omitted in order to stay within the time limit. 	<ol style="list-style-type: none"> 1. Brief and perhaps incomplete answers to the questions demonstrating incomplete knowledge. 2. Shows evidence of limited reading, but sources used may be limited, or basic, or some major sources which are central to the subject may have been omitted.

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30-39% Fail	<ol style="list-style-type: none"> 1. Contains some irrelevancies and deviates from topic 2. Demonstrates only partial or superficial understanding of the topic 3. Simple arguments are not fully developed. 4. Little structure apparent, sections do not link with each other or build on previous ones. 	<ol style="list-style-type: none"> 1. Lacks clarity. Pace of verbal delivery and volume for the environment are unsuitable for the environment 2. Monotonous and lacking in expression. 3. Very limited audience engagement. Almost total absence of devices which might have been included e.g. eye contact, reference to shared experiences, written and visual materials attention to differences in learning styles. The presentation consists almost entirely of reading from a script with no reference to audience either directly or in the content. 	<ol style="list-style-type: none"> 1. A scrappy presentation, untidy and rushed. Little evidence of planning. 2. Little evidence that prior knowledge of the audience has been considered. 3. Insufficient time has been allowed prior to the presentation to thoroughly familiarise with the majority of materials, content and equipment. 4. The presentation is over the time limit and some sections may be rushed or parts omitted. 	<ol style="list-style-type: none"> 1. Poor and confused answers to the questions demonstrating a lack of knowledge. 2. Shows evidence of very limited reading,

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15-29% Fail	<ol style="list-style-type: none"> 1. The presentation has not addressed the subject matter. 2. Shows little understanding of the topic. 3. Arguments are only briefly stated if at all. 4. Absence of structure, content is covered in apparently random fashion. 	<ol style="list-style-type: none"> 1. Clarity and pace are almost entirely inappropriate 2. Monotonous and lacking in expression. 3. Total absence of devices which might have been included to engage the audience. The presentation consists entirely of reading from a script with no reference to audience either directly or in the content 	<ol style="list-style-type: none"> 1. An incomplete presentation, untidy and rushed. Little evidence of planning. 2. No evidence that prior knowledge of the audience has been considered. 3. Minimal time has been allowed prior to the presentation to familiarise with the materials, content and equipment. 4. The presentation is over the time limit and some sections are rushed or significant parts omitted. 	<ol style="list-style-type: none"> 1. Little evidence of relevant knowledge and little ability to answer questions. 2. The presenter shows minimal evidence of background reading.

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0-14% Fail	<ol style="list-style-type: none"> 1. The presentation has not addressed the subject matter. 2. Shows little or no understanding of the topic. 3. Arguments are either not stated or not developed. 4. Absence of structure, content is mostly disorganised. 	<ol style="list-style-type: none"> 1. Clarity and pace are inappropriate 2. Monotonous and lacking in expression. 3. Total absence of devices which might have been included to engage the audience. The presentation consists entirely of reading from a script with no reference to audience either directly or in the content 	<ol style="list-style-type: none"> 1. An incomplete presentation, untidy and rushed. Little evidence of planning. 2. No evidence that prior knowledge of the audience has been considered. 3. Minimal time has been allowed prior to the presentation to familiarise with the materials, content and equipment. 4. The presentation does not adhere to time constraints. 	<ol style="list-style-type: none"> 1. Inability to answer the questions. 2. The presenter shows no evidence of background reading.