

Categories	50%-59% (Level 1)	60%-69% (Level 2)	70%-79% (Level 3)	80%-100% (Level 4)	
<b>Knowledge and Understanding (Understanding Presentations)</b>					<u>    </u> /25
	The student:				
<b>Knowledge and Understanding of content</b> Knowledge and understanding of the uses and effect of rhetorical devices, performing and researching the talk.	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content	
<b>Understanding of content 1.5 Developing Content and Structure</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content	
<b>Thinking – Understanding Presentations</b>					<u>    </u> /25
	The student:				
<b>Use of planning skills 1.3 Planning for an Audience</b> -scripts, revision, plan for performance, planning for and consideration of audience.	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness	
<b>Use of processing skills</b> (e.g. drawing inferences, interpreting, analyzing, synthesizing, evaluating, uses the “what is”/“what could be” framework, incorporating research, structuring talk)	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness	
<b>Use of critical/creative thinking processes</b> (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process) interpretation of research, developing ideas for the audience, analyzing	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness	

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Making Presentations:** \_\_\_\_\_/50

**Understanding Presentations:** \_\_\_\_\_/50

Categories	50%-59% (Level 1)	60%-69% (Level 2)	70%-79% (Level 3)	80%-100% (Level 4)	
<b>Communication – Making Presentations</b>					<b>___/25</b>
	The student:				
<b>Expression and organization of ideas and information</b> <i>(e.g., clear expression, logical organization)</i>	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness	
<b>Communication for different audiences and purposes</b> <i>(e.g., use of appropriate style, voice, point of view)</i> <b>in oral, graphic, and written forms, including media forms</b> <b>2.1 Purpose and Audience</b> <b>2.3 Presentation Techniques</b> <b>(voice, enunciation, body language, transitions, humour, repetition, pauses, pace, volume, pitch, inflection)</b>	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness	
<b>Use of conventions, vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms</b> <b>2.2 Language</b>	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness	
<b>Application – Making Presentations</b>					<b>___/25</b>
	The student:				
<b>Application of knowledge and skills</b> <i>(e.g., literacy strategies and processes; terminology, concepts, and theories with regards to the delivery and production of the talk)</i> <b>in familiar contexts</b> <b>1.6 Rehearsing</b> <b>Time management</b>	Applies knowledge and skills with limited effectiveness  Talk is less than 4 and a half min.	Applies knowledge and skills in familiar contexts with some effectiveness  Talk is less than 5 min.	Applies knowledge and skills in familiar contexts with considerable effectiveness  Talk is 5-7 min.	Applies knowledge and skills in familiar contexts with a high degree of effectiveness  Talk is 7-9 min.	
<b>Transfer of knowledge and skills</b> <i>(e.g., literacy strategies and processes; literacy terminology, concepts and theories with regards to the delivery and production of the talk)</i> <b>to new contexts</b> <b>2.4 Audio-Visual Aids</b> Application of technology- Including final film.	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness	
<b>Making connections within and between various contexts</b> <i>(e.g., between the talk and personal knowledge and experience, texts and the world)</i> <b>-Metacognitive reflection 3.1</b> <b>Metacognition, connecting ideas, identifying skills, planning for improvement</b>	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness	