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| CONTENT |  |
| Presentation does not really respond to assignment, does not include enough information |  |
| Presentation somewhat responds to assignment, but needs more development of ideas. It includes adequate information but needs to refer back/ incorporate more information |  |
| Presentation is thorough, relevant, on task. It is complete, it includes detailed information. |  |
| SPEAKING /PACE |  |
| Student does not make much eye contact with the group, the volume of the speaker is low and the pace is too slow or too fast |  |
| Student makes eye contact, speaks at an adequate volume but the pace is too slow or too fast |  |
| Student connects well with students, makes very good eye contact, is confident and persuasive, and the pace keeps the discussion on track |  |
| ORGANIZATION |  |
| Presentation seems like a list of disconnected ideas |  |
| Order of the presentation is apparent in the sequence of ideas; although somewhat loosely organized, its main points do stick out |  |
| Presentation is very well organized, there is a clear outline and main ideas are easy to follow |  |
| GRAMMAR AND VOCABULARY |  |
| Grammar and vocabulary errors are frequent. |  |
| Grammar and vocabulary problems are sporadic. |  |
| Grammar and vocabulary is near perfect. |  |
| GROUP INTERACTION |  |
| Student does not manage to get the students involved/interested in the presentation |  |
| Student get the students involved/interested in the presentation adequately |  |
| Students are engaged and listen with enthusiasm |  |

COMMENTS

GRADE: \_\_\_\_\_\_\_\_