

## Oral Assessment Rubric

### Presentation (4 marks)

#### 1. Content: (1 mark)

- **Coverage of all Requisite Sections:** The presentation should encompass all the necessary sections of a *managerial presentation* for a data analysis case report. It is expected to include essential segments like task and data introduction, analysis methods, findings, and considerations of limitations and opportunities for improvement.
- **Well-defined Research Question:** The research question should clearly articulate the primary objective or inquiry that the presentation seeks to address. This question serves as the guiding principle for the entire presentation, ensuring that all sections are directly relevant and contribute meaningfully to the exploration of the chosen topic.
- **Alignment with Task Objective:** The content should be closely aligned with the specified task objective, effectively conveying a data analysis case study tailored to the comprehensive understanding of a *higher manager*.

#### 2. Organization and structure: (2 marks)

- **Meticulous Organization of Main Points:** The main points and arguments should be meticulously organized and effectively presented to ensure a coherent flow of ideas.
- **Seamless Transitions:** Transitions between different sections and presenters should be smooth, fostering a sense of continuity throughout the presentation.
- **Effective Time Management:** The team should manage their allotted time efficiently, ensuring that the presentation remains within the designated time frame.

#### 3. Communication and engagement: (1 mark)

- **Maintaining Eye Contact and Engagement:** Presenters should maintain consistent eye contact with the audience to foster engagement and connection.
- **Confident and Professional Body Language:** Presenters' body language should exude confidence, openness, and professionalism, enhancing the overall impact of the presentation.
- **Appropriate Pace of Speech:** The pace of speech should be appropriate, allowing the audience to absorb the content without feeling rushed or disinterested.
- **Effective Utilization of Visual Aids:** Slides, diagrams, or multimedia elements should be effectively used to enhance the audience's understanding of the content. Visual aids should support and complement spoken content without overwhelming it.

### Assessment: (4 marks)

- **Proficient Handling of Questions:** Presenters should adeptly respond to questions posed by the markers, showcasing a deeper understanding of the topic and its broader implications.
- **Thorough Understanding by Presenters:** Each presenter is expected to demonstrate a strong grasp of all sections of the presented content. They should be capable of explaining and justifying the methods employed, interpreting results, and establishing connections between those results and the research question.

## Presentation Detailed Rubric

Content (1 mark)	Organization and structure (2 marks)	Communication and engagement (1 mark)
10: Exemplary	10: Exemplary	10: Exemplary
<ul style="list-style-type: none"> <li>○ <b>Coverage:</b> All required sections are thoroughly addressed with comprehensive detail and depth. Each section is clearly structured and contributes to the overall coherence of the presentation.</li> <li>○ <b>Research Question:</b> The research question is well-defined and well-established in the context of the book sale and/or book recommendation.</li> <li>○ <b>Alignment:</b> Each section is meticulously aligned with the specified research question, ensuring a cohesive narrative that effectively addresses all aspects of the inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization of Main Points:</b> Main points are meticulously organized, facilitating a clear and logical flow of ideas.</li> <li>○ <b>Transitions:</b> Transitions between sections and presenters are seamless, ensuring continuity and coherence.</li> <li>○ <b>Time Management:</b> Time is managed efficiently, with the presentation staying within the allotted time frame. Presenters have evenly divided tasks to ensure smooth delivery.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Eye Contact and Engagement:</b> Presenters maintain consistent eye contact, fostering audience engagement.</li> <li>○ <b>Body Language:</b> Presenters exhibit confident, open, and professional body language.</li> <li>○ <b>Pace of Speech:</b> Speech pace is appropriate, allowing absorption of content without rushing.</li> <li>○ <b>Visual Aids:</b> Visual aids are effectively used to enhance understanding without overwhelming spoken content.</li> </ul>
8-9: Proficient	8-9: Proficient	8-9: Proficient
<ul style="list-style-type: none"> <li>○ <b>Coverage:</b> Each section is adequately covered, though some areas may lack the depth found in exemplary submissions. The structure and flow of the presentation are generally effective.</li> <li>○ <b>Research Question:</b> The research question is clearly stated, though there may be minor areas requiring further clarification or refinement within the context of the book sale and/or book recommendation.</li> <li>○ <b>Alignment:</b> The content largely aligns with the specified research question, providing a clear and coherent presentation that addresses the central inquiry. While generally on target, there might be minor deviations in some sections.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization of Main Points:</b> Main points are effectively organized, contributing to a coherent presentation.</li> <li>○ <b>Transitions:</b> Transitions are generally smooth, maintaining overall continuity.</li> <li>○ <b>Time Management:</b> Time is managed effectively, with minor deviations from the allotted time frame. Presenters have divided tasks reasonably well, supporting a balanced delivery.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Eye Contact and Engagement:</b> Presenters generally maintain consistent eye contact, fostering engagement.</li> <li>○ <b>Body Language:</b> Presenters exhibit mostly confident, open, and professional body language.</li> <li>○ <b>Pace of Speech:</b> Speech pace is generally appropriate, with minor fluctuations.</li> <li>○ <b>Visual Aids:</b> Visual aids support understanding without overshadowing spoken content.</li> </ul>

<b>Content (1 mark)</b>	<b>Organization and structure (2 marks)</b>	<b>Communication and engagement (1 mark)</b>
<b>7: Competent</b>	<b>7: Competent</b>	<b>7: Competent</b>
<ul style="list-style-type: none"> <li>○ <b>Coverage:</b> Most essential sections are addressed, but some may lack detail or clarity, impacting the overall comprehensiveness. The structure of the presentation may be somewhat disjointed.</li> <li>○ <b>Research Question:</b> The research question is present, but may lack precision or clarity within the context of the book sale and/or book recommendation.</li> <li>○ <b>Alignment:</b> The content demonstrates a basic alignment with the specified research question, conveying a relevant data analysis case study. However, there are noticeable gaps in fully addressing all aspects of the inquiry in each section.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization of Main Points:</b> Main points are adequately organized, though the structure may lack precision.</li> <li>○ <b>Transitions:</b> Transitions are mostly smooth, with some occasional disruptions.</li> <li>○ <b>Time Management:</b> Time is managed adequately, with occasional minor deviations. The division of tasks among presenters is apparent but may not be entirely balanced.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Eye Contact and Engagement:</b> Presenters attempt to maintain eye contact, though occasional lapses may occur.</li> <li>○ <b>Body Language:</b> Presenters demonstrate some confidence and professionalism in body language, but there may be occasional instances of stiffness or nervousness.</li> <li>○ <b>Pace of Speech:</b> Speech pace is generally suitable, but there may be moments of rushed delivery or occasional slowing.</li> <li>○ <b>Visual Aids:</b> Visual aids are utilized, but their effectiveness in enhancing understanding may vary, occasionally distracting from the spoken content.</li> </ul>
<b>5-6: Developing</b>	<b>5-6: Developing</b>	<b>5-6: Developing</b>
<ul style="list-style-type: none"> <li>○ <b>Coverage:</b> While most sections are attempted, there are significant gaps or areas where coverage is lacking in depth or clarity. The structure and organization of the presentation may require improvement.</li> <li>○ <b>Research Question:</b> The research question is somewhat defined but lacks clarity or may not fully capture the context of the book sale and/or book recommendation.</li> <li>○ <b>Alignment:</b> The content attempts to align with the specified research question, but there are notable deficiencies in fully addressing all aspects of the inquiry. It may lack clarity or focus in certain areas, resulting in a less cohesive presentation.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization of Main Points:</b> Main points are somewhat organized, but the structure may be unclear.</li> <li>○ <b>Transitions:</b> Transitions may be choppy or abrupt, impacting the flow of the presentation.</li> <li>○ <b>Time Management:</b> Time management is challenging, with noticeable deviations from the allotted time frame. The division of tasks among presenters is attempted but may not be evenly distributed.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Eye Contact and Engagement:</b> Eye contact with the audience is inconsistent, impacting engagement.</li> <li>○ <b>Body Language:</b> Presenters display some confidence, but body language may lack consistency or professionalism.</li> <li>○ <b>Pace of Speech:</b> Speech pace may fluctuate, occasionally causing difficulty in following the content.</li> <li>○ <b>Visual Aids:</b> Visual aids are used, but their integration with spoken content may be disjointed or ineffective, occasionally confusing the audience</li> </ul>

<b>Content (1 mark)</b>	<b>Organization and structure (2 marks)</b>	<b>Communication and engagement (1 mark)</b>
0-4: Inadequate	0-4: Inadequate	0-4: Inadequate
<ul style="list-style-type: none"> <li>○ <b>Coverage:</b> Essential sections are missing or insufficiently addressed, resulting in an incomplete understanding of the case study. The presentation lacks coherence and structure.</li> <li>○ <b>Research Question:</b> The research question is absent or poorly defined within the context of the book sale and/or book recommendation.</li> <li>○ <b>Alignment:</b> There is a fundamental disconnect between the content presented and the specified research question. It fails to effectively tailor the presentation to meet the central inquiry or adequately address its various aspects.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization of Main Points:</b> Main points lack organization, hindering understanding.</li> <li>○ <b>Transitions:</b> Transitions are absent or disjointed, resulting in a fragmented presentation.</li> <li>○ <b>Time Management:</b> Time is poorly managed, with significant deviations from the allotted time frame. The division of tasks among presenters is unclear or non-existent, contributing to disorganization.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Eye Contact and Engagement:</b> Presenters struggle to maintain eye contact, leading to disengagement.</li> <li>○ <b>Body Language:</b> Body language lacks confidence and professionalism, hindering audience connection.</li> <li>○ <b>Pace of Speech:</b> Speech pace is inconsistent or inappropriate, hindering audience comprehension.</li> <li>○ <b>Visual Aids:</b> Visual aids, if used, may be poorly integrated or irrelevant, detracting from the presentation's effectiveness.</li> </ul>

## Oral Assessment Detailed Rubric

10: Exemplary
<ul style="list-style-type: none"> <li>○ Presenters adeptly respond to questions, showcasing a deep understanding of the topic and its broader implications. Responses are clear, concise, and insightful, engaging effectively with markers.</li> <li>○ Presenters confidently explain methods, interpret results, and establish connections with the research question. They demonstrate a comprehensive understanding of the topic.</li> </ul>
8-9: Proficient
<ul style="list-style-type: none"> <li>○ Presenters provide insightful responses, demonstrating a strong understanding of the topic. While occasional clarifications may be needed, responses are generally clear and competent.</li> <li>○ Presenters exhibit proficiency in understanding, explaining methods, interpreting results, and connecting with the research question. Some minor gaps in understanding may exist.</li> </ul>
7: Competent
<ul style="list-style-type: none"> <li>○ Presenters handle questions adequately, showing a satisfactory understanding. Responses may lack depth at times but generally engage with markers.</li> <li>○ Presenters generally show a satisfactory understanding, effectively explaining methods and interpreting results. Some areas may lack depth but efforts are made to justify approaches.</li> </ul>
5-6: Developing
<ul style="list-style-type: none"> <li>○ Presenters attempt to respond to questions, but responses may lack depth or coherence. There might be hesitancy or uncertainty in their engagement with markers.</li> <li>○ Presenters demonstrate some understanding, but explanations may lack depth or clarity. Further study and practice could improve their grasp of the material.</li> </ul>
0-4: Inadequate
<ul style="list-style-type: none"> <li>○ Presenters struggle to respond effectively, demonstrating a limited understanding. Responses may lack clarity or relevance, indicating areas for improvement.</li> <li>○ Presenters show a limited understanding, with unclear or inaccurate explanations. Significant gaps in understanding indicate a need for further development.</li> </ul>