

## Appendix 2 Grading Criteria. ORAL COMMUNICATIONS Individual: presentation and participation in the group's discussion of its 4 presentations

Module Code/ Title:		Pathway / Level:		Recommended No of students per group for this assessment: 4							
GROUP No:	STUDENT NAME:	Title/Topic:									
Presentation Date & Time:		Time allocated to present:	3-4 minutes	(here as next, lecturer to decide)			Time allocated for each group discussion per presentation: 5-7 mins				
TICK APPROPRIATE GRADE BOX				90 - 100	80 - 89	70 - 79	60 - 69	50 - 59	40 - 49	20 - 39	0 - 19
Note: The performance indicators in this grid may not accurately constitute the grade				Outstanding	Excellent	Very Good	Good	Clear Pass	Marginal Fail	Clear Fail	Little or Nothing of Merit
(Lecturer to advise percentage per sections below - based on criteria listed below)											
<b>QUALITY OF PRESENTATION CONTENT/EVIDENCE OF RESEARCH:</b> <ul style="list-style-type: none"> <li>The research undertaken by the candidate for the examination topic is demonstrated to be extensive in terms of content, level, and relevance.</li> <li>Professional use of notes to maintain screen gaze, indicates excellent preparation/practice.</li> <li>The presentation is correctly timed: 5 mins.</li> </ul>											Little or no evidence is offered of enough research and/or practice for the presentation.
<b>Critical perspectives:</b> <ul style="list-style-type: none"> <li>Asks questions; and offers arguments that demonstrate analytical/evaluative ideas or insights into the student's own research and the research presented and/or contributed by others in discussions. <b>Note:</b> questions and/or arguments are not used to <i>interrupt</i> a presentation. Instead, they are for enriching the quality of the group's critical thinking during its <i>discussions</i>.</li> <li>Displays knowledge &amp; understanding during presentation and discussions, that is, inclusion of relevant theories; accurate/relevant application /data/theory/practice/ examples.</li> <li>Intervenes to help keep the group focussed on assessment topic.</li> </ul>											<b>Few or no critical perspectives</b> – as in questions posed, arguments offered, analytical or evaluative insights into the student's own research or that contributed by others – are demonstrated during the discussion. The student may contribute little by remaining silent, or else may input in ways that lead the group off task.
<b>Compassionate co-leadership of group management. (Compassion is defined here as a <i>cognitive capacity</i>)</b> (Lecturer to advise percentage per section based on the criteria listed below)											
<b>Body Language (10%)</b> <ul style="list-style-type: none"> <li>Screen gaze (if online) or inclusive eye contact and other body language is appropriately attentive, expressive, and inclusive: appropriate use of gestures/posture/hands/ body movement/facial expressions.</li> </ul>											<b>Body language</b> signals little interest in what others say; or, may focus repeatedly on some students to the exclusion of others.
<b>USE OF LANGUAGE</b> <ul style="list-style-type: none"> <li>Language is graded (it is plain, accessible international English) and it is appropriately paced (not so speedy that some cannot follow).</li> <li>Interruptions of presentations are for communication breakdown only, that is when someone in the group does not understand what the presenter has just said: "Sorry?" is enough.</li> <li>Language use is clearly respectful and inclusive when:                             <ol style="list-style-type: none"> <li>Disagreeing and/or critiquing</li> <li>Questioning</li> </ol> </li> </ul>											<b>Student may:</b> <ul style="list-style-type: none"> <li>speak too fast; or too quietly</li> <li>use excluding, localised English;</li> <li>use inappropriately individualistic or disrespectful language at any point during the assessment.</li> </ul>
<b>Group management strategies:</b> <ul style="list-style-type: none"> <li>Inviting, encouraging, thanking others (for presentations and/or specific points or insights during the group's live discussion of each presentation's content).</li> <li>Accommodating reasonable hesitations/silences in the discussion.</li> <li>Checking understanding of the group, if necessary, when speaking.</li> <li>Intervening proactively and compassionately in the excluding behaviours of others, e.g. monopolising (over-talking) behaviours that reduce the chances of others to speak.</li> <li>Natural / positive attitude to self and others throughout</li> </ul>											<b>Student may:</b> <ul style="list-style-type: none"> <li>tend to monopolise or talk over others</li> </ul> <b>Student makes little or no attempt to:</b> <ul style="list-style-type: none"> <li>check the group's understanding e.g. when using unfamiliar terms/concepts</li> <li>get clarification when it is needed</li> <li>listen/respond relevantly to others</li> <li>proactively support the efforts of others to contribute effectively to the discussion.</li> </ul>
<b>COMMENTS/OVERALL IMPRESSION/STRENGTHS TO BUILD ON/POINTS FOR IMPROVEMENT</b>											
<b>Marks for Research &amp; Critical perspectives:</b>		Other group Peer (optional/formative)	Tutor (summative):	<b>Overall Mark</b>				Tutor Signature:			
<b>Marks for Compassionate Group Management:</b>		Other group Peer (optional/formative)	Tutor (summative):					Second Signature:			