

**COMMON AWARDS ASSESSMENT CRITERIA AT LEVEL 4**

**ORAL PRESENTATIONS**

|  | 86 - 100  | 76 - 85  | 70 - 75   | 65 - 69  | 60 - 64   | 55 - 59   | 50 - 54  |
|--|---|--|---|--|---|---|--|
| <b>Fulfilment of relevant learning outcomes</b>  | <b>Overwhelming evidence of being satisfied</b>                         | <b>Amply satisfied</b>   | <b>Amply satisfied</b>  | <b>Satisfied</b>   | <b>Satisfied</b>  | <b>Satisfied</b>  | <b>Satisfied</b>   |
| <b>Response to the question / task</b>   | <b>Complete and relevant</b>  | <b>Comprehensive and relevant</b>  | <b>Comprehensive and relevant</b>                                       | <b>Very good and relevant</b>  | <b>Good and relevant</b>                                    | <b>Sound and mostly relevant</b>                                      | <b>Limited with some irrelevancies</b>                                     |
| <b>Argument and reasoning</b>  | Exemplary clarity of thought, argument and analysis and use of evidence | Outstanding clarity of thought, argument, analysis and use of evidence         | Excellent clarity of thought, argument, analysis and use of evidence    | Very good, analytical thought and use of evidence                        | Good, clear thought, relevant argument and analysis,        | Good clarity and analysis, some tendency to describe                  | Adequate clarity, mostly descriptive with some critical analysis           |
| <b>Presentational skills:</b> audibility, pace, timing, preparation, organisation, eye contact | Exceptionally lively and well-organised, persuasive                     | Very lively, extremely organised, persuasive,                                  | Lively, very well-organised, articulate, persuasive                     | Very good, very well-organised, articulate                               | Good, clear, very well organised, fluent                    | Well organised, clear, some hesitation and minor errors of expression | Acceptable, some flaws in expression, some systematic errors of expression |
| Tailoring to the audience and situation and use of audiovisual or other media                  | Superbly tailored to context; exemplary use of media                    | Very effectively tailored to context, outstanding and appropriate use of media | Effectively tailored to context, excellent and appropriate use of media | Thoughtfully tailored to context, very good and appropriate use of media | Well tailored to context, good and appropriate use of media | Appropriately tailored to context, some appropriate use of media      | Adequate tailoring to context, fair use of media                           |
| <b>Knowledge and understanding</b>   | Complete and exemplary grasp  | Outstanding grasp  | Excellent grasp   | Good grasp   | Sound grasp   | Sound grasp, some shortcomings in coverage                            | General grasp with some errors or gaps                                     |
| <b>Overall impression</b>  | <b>Superlative Commands very full attention</b>                         | <b>Outstanding Command full attention</b>                                      | <b>Excellent Commands attention</b>                                     | <b>Very good Holds attention</b>   | <b>Good Holds some attention</b>                            | <b>Sound Holds some attention</b>                                     | <b>Fair Limited ability to hold attention</b>                              |

|   | 45 - 49  | 40 - 44   | 35 - 39  | 30 - 34   | 10 - 29  | 0 - 9   |  |
|---|--|---|--|---|--|---|--|
| <b>Fulfilment of relevant learning outcomes</b>   | <b>Satisfied</b>   | <b>Satisfied</b>  | <b>Great majority are satisfied</b>                                  | <b>Majority are satisfied</b>                             | <b>Some are satisfied</b>                                | <b>None</b>   |  |
| <b>Response to the question / task</b>  | <b>Significantly restricted</b>  | <b>Barely sufficient</b>  | <b>Narrowly failed</b>   | <b>Insufficient</b>                                       | <b>Little</b>  | <b>None</b>   |  |
| <b>Argument and reasoning</b>   | Limited analysis or relevance  | Very limited relevance to task  | Minimal relevance to task  | Inadequate  | Inaccurate and/or inappropriate                          | No discernible argument or analysis                   |  |
| <b>Presentational skills:</b><br>audibility, pace, timing, preparation, organisation, eye contact | Some significant inadequacies, weak expression with some systematic errors | Inadequate, poorly organised and inconsistent, expression very weak         | Inadequate, slipshod, inconsistent, poor expression and organisation | Inadequate, shoddy, inconsistent                          | Inadequate in every respect                              | Barely comprehensible, abysmal                        |  |
| Tailoring to the audience and situation and use of audiovisual or other media                     | Minimal tailoring to context, weak use of media                            | Little awareness of context, very weak use of media                         | Very poor connection to context, poor use of media                   | Minimal connection to context, very poor use of media     | Indifferent to context, extremely poor use of media      | No connection to context, disastrous use of media     |  |
| <b>Knowledge and understanding</b>  | Some grasp but many errors and/or gaps in coverage and relevance           | Some general understanding but many errors, omissions and misunderstandings | Little grasp and many errors, misunderstandings and omissions        | Barely relevant, largely erroneous                        | No grasp or relevance with erroneous material            | No grasp  |  |
| <b>Overall impression</b>   | <b>Weak<br/>Little capacity to hold attention</b>                          | <b>Very weak<br/>Very little capacity to hold attention</b>                 | <b>Poor<br/>Poor capacity to hold attention</b>                      | <b>Very poor<br/>Very poor capacity to hold attention</b> | <b>Inept<br/>Virtually no capacity to hold attention</b> | <b>Unacceptable<br/>No capacity to hold attention</b> |  |