| **QUICKMARK** | NO COMMENT | VERY WEAK | WEAK | SUFFICIENT | GOOD | VERY GOOD |
| --- | --- | --- | --- | --- | --- | --- |

| Score 🡪 |  0 |  1 |  2 |  3 |  4 |  5 |
| --- | --- | --- | --- | --- | --- | --- |
| **Form** |  |  |  |  |  |  |
| Posture, gestures & eye contact | Slouches. Hands in pockets. No attempt to connect with audience.  | Does not connect with audience. | Does not connect well with audience. | Speaks at Teacher for most of the presentation. | Good despite occasional lapses. | Very good Posture. Appropriate gestures when needed. Attends to whole audience |
| Pitch of voice, delivery speed & timing | Inaudible voice | Much too long/short. Talks too slow/fast | Noticeable problems that cause lack of fluency, misunderstanding or a breakdown in communication  | Too long/short. A tendency to pause unnaturally or produce spurts of language  | Good despite occasional lapses. | Strong clear voice,  |
| Use of index cards &/ visual aids | Too much written on visual aids | Overuse of index cards. Poor usage of visual aids. | Relies heavily on index cards | Noticeable use of index cards. Visual aids could have been better.  | Use of index cards doesn’t interfere with proceedings. Adequate use of visual aids | Very good, appropriate visual aids, (if used)only glances at index cards occasionally  |
| **Content** |  |  |  |  |  |  |
| Organization | illogical organisation | Difficult to follow | Continuous backtracking or hesitation  | Average. Not fully logical | Good. Minor lapses | Very good. Fully logical |
| Relevance of information | Information not related to title | Irrelevant information detracts from quality of presentation | Some material is irrelevant. | Some material seems offline. | Good despite occasional lapses | Very good. Appropriate. Well balanced |
| Memorization & Mastery | Read | No evidence of practice | Despite some evidence of practice, mastery not demonstrated sufficiently. | Some evidence of practice but frequent topic related hesitations disrupt flow. | Good control of topic despite minor lapses | Very good. Dominates topic at all times. Fully at ease with topic |
| **Language** |  |  |  |  |  |  |
| Grammar & Sentence structure | Quantity of errors prevents communication of ideas | Errors cause breakdowns in communication  | Most sentences contain errors | Noticeable problems that do not deter message coming through | Message is generally clear despite some systematic errors | Very good. Conveys message well despite errors |
| Vocabulary & Expression | Inadequate or constantly inaccurate | Weak for level. Noticeable problems with word formation that hinders communication. | Despite some evidence of control, errors in word formation or use are numerous  | Fairly well controlled despite some minor problems with word choice or formation. | Overall, vocabulary is appropriate and accurate. | Very good. Fully appropriate. Is comfortable with language despite some minor errors |
| Coherence & Cohesion | Text unclear due to poor use of cohesive devices or incoherence.  | Whilst snatches of meaning are clear, text is generally unconnected | Linking in or between sentences, or word order (or both) cause instances of incoherence.  | Despite minor lapses, linking and word order are adequate. Sentences link together fairly well despite minor lapses | Language is generally arranged well. No major problems with word order or linking. | Very good. Text hangs together well. No major problems with cohesion. |
| Pronunciation | Unintelligible  | Weak pronunciation frequently interferes with message coming across | Notable L2 interference that causes problems for audience comprehension.  | Good despite minor lapses. | No major problems despite problems with isolated items.  | Very good. Nothing that distracts from conveyance of message  |