



# GRAPHIC ORGANISER FOR INVESTIGATION

PERSON:.....	PERSON:.....	PERSON:.....
PERSON:.....	PERSON:.....	PERSON:.....

	I Complete all the information in the police report
	I Check all the information obtained from the characters
	I Create an investigation panel
	I Learn how to ask questions (Yes/No - Wh) to the characters
	I Think about all the information to obtain a conclusion
	I Create an oral / visual presentation of the conclusions

Project based learning. EDIA PROJECT.  
English. Secondary school.

**cedec** CENTRO NACIONAL DE  
DESARROLLO CURRICULAR  
EN SISTEMAS NO PROPIETARIOS

### ASSESSMENT RUBRIC FOR AN ORAL PRESENTATION

Students' names: \_\_\_\_\_

CATEGORY	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE
<b>Greeting/ Farewell/</b>	The student greets and introduces the topic to the audience. The main idea is repeated at the end to sum up.	The student greets and introduces the topic to the audience. The main idea is not repeated at the end to sum up.	The student doesn't greet the audience or the student doesn't introduce the topic to the audience but the main idea is repeated at the end to sum up.	The student doesn't greet, the student doesn't introduce the topic to the audience and the main idea is not repeated at the end to sum up.
<b>Organization</b>	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary ones.	The speech is not always organized sequentially. The main ideas are normally shown first, and then, the secondary ones.	The speech is organized but not in the logical order: first the main ideas, and then the rest.	The speech isn't organized sequentially. The main ideas are not shown first, and then, the secondary ones.
<b>Body language</b>	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.
<b>Vocabulary</b>	The student uses a wide range of vocabulary and there is no repetition.	The student uses quite a wide range of vocabulary and there is not a lot of repetition.	The student uses some new vocabulary and a few new expressions.	The student tends to repeat words all the time.
<b>Materials</b>	The student uses high quality material to support the speech. And the material is used in the right way.	The student uses good quality material to support the speech. And the material is usually used in the right way.	The student uses the material in the right way but it is not high quality one and/or the other way round.	The student doesn't use the material in the right way and it is not high quality one.
<b>Pronunciation, Rhythm and Intonation</b>	The pronunciation is nice and both rhythm and intonation correspond to those expected in an interview, which contributes to it being followed easily.	The pronunciation is often nice and both rhythm and intonation usually correspond to those expected in an interview, which contributes to it being followed quite easily.	The author makes an effort for adopting the adequate rhythm and/or intonation but it does not often match that expected in an interview. Pronunciation must improve quite a lot.	The author does not try to match the rhythm or the intonation expected in an interview. Pronunciation must improve a lot



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