



Graphic organiser

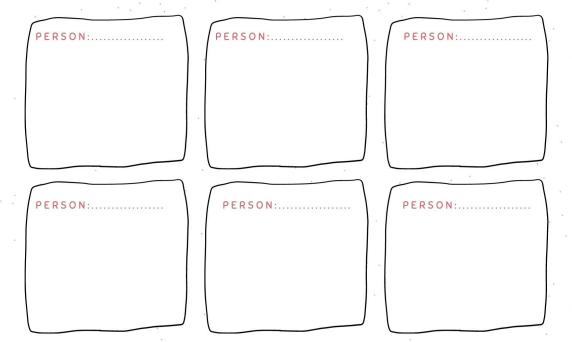








GRAPHIC ORGANISER FOR INVESTIGATION





| 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.



ASSESSMENT RUBRIC FOR AN ORAL PRESENTATION

Students' names:_

| CATEGORY | 4 EXCELLENT | 3 GOOD | 2 NEED IMPROVEMENT | 1 LOW PERFORMANCE |
|--|--|---|--|---|
| Greeting/ Farewell/ | 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. |
| Organization | 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. |
| Body language | 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. |
| Vocabulary | 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. |
| Materials | 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. |
| Pronunciation, Rhythm and Intonation | 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 |



"Assessment rubric. Oral presentation" by CeDeC is licensed under a <u>Creative Commons Attribution-ShareAlike 4.0 International License</u>.











Consejería de Educación y Deporte