

## Assessed Presentation

**Programme Title & Module:**

**Student(s):**

**Date:**

**Start Time:**

**End Time:**

| <b>Information</b> <i>(Circle 1 – 6 as appropriate or indicate element is not applicable)</i>  |      |   |   |   |   |   |   |   |  |
|--|------|---|---|---|---|---|---|---|--|
| very limited, with significant errors and gaps   | N//A | 1 | 2 | 3 | 4 | 5 | 6 | detailed, accurate, relevant; key points highlighted  |  |
| <b>Structure</b>   |      |   |   |   |   |   |   |   |  |
| muddled, incoherent  | N//A | 1 | 2 | 3 | 4 | 5 | 6 | rigorously argued, logical, easy to follow  |  |
| <b>Interpretation</b>  |      |   |   |   |   |   |   |   |  |
| absence of developed ideas very weak understanding of issues   | N//A | 1 | 2 | 3 | 4 | 5 | 6 | extensive evidence of independent thought and critical analysis   |  |
| <b>Evidence</b>  |      |   |   |   |   |   |   |   |  |
| mostly irrelevant or incorrect   | N//A | 1 | 2 | 3 | 4 | 5 | 6 | key points supported with evidence, critically evaluated  |  |
| <b>Presentation Skills</b>   |      |   |   |   |   |   |   |   |  |
| poor, difficult to follow, dull; significantly under or over time; has clearly not tried out material beforehand; disorganised; poor engagement with audience unable to respond effectively to questions | N//A | 1 | 2 | 3 | 4 | 5 | 6 | clear, lively, imaginative; good use of visual aids (if appropriate); perfectly timed, well organised; engages well with audience; encourages discussion and responds well to questions |  |

**Marker Comments:** *(Markers must indicate the learning outcomes achieved. Where presentation skills such as those listed above are NOT a requirement of the learning outcomes, markers should provide feedback only as a formative process and NOT use this information to inform the summative mark)*

**Name of first marker and grade:**

**Agreed Grade:**

**Name of second marker and grade:**

## Grading Criteria for Assessed Presentations

Please note that the features listed need not all be present to achieve the award of any given grade. Also what is defined in the approved module learning outcomes must be taken into consideration in the first instance.

### First 70% +

**Information:** detailed, accurate, relevant; key points highlighted;

**Structure:** rigorously argued, logical, easy to follow;

**Interpretation:** extensive evidence of independent thought and critical analysis;

**Use of Evidence:** key points supported with evidence, critically evaluated;

**Presentation Skills:** clear, lively, imaginative; good use of visual aids (if appropriate); perfectly timed, well organised; engages well with audience; encourages discussion and responds well to questions.

### Upper Second (2.1) 60% - 69%

**Information:** detailed, accurate, relevant;

**Structure:** generally clearly argued and logical;

**Interpretation:** attempts to go beyond the ideas presented in secondary literature;

**Use of Evidence:** most points illustrated with relevant evidence;

**Presentation Skills:** generally clear, lively; use of appropriate visual aids; well organised, more or less to time; attempts to engage with audience and responds reasonably well to questions.

### Lower Second (2.2) 50% - 59%

**Information:** generally accurate and relevant, but perhaps some gaps and/or irrelevant material;

**Structure:** generally good but not always clear or logical;

**Interpretation:** little attempt to go beyond or criticise secondary literature;

**Use of Evidence:** some illustrative material, but not critically evaluated;

**Presentation Skills:** conveys meaning, but sometimes unclear or clumsy; more or less right length, but some material not covered properly as a result, OR, over-runs by five minutes; responds reasonably well to questions, but makes no real attempt to engage with audience or to promote discussion.

### Third 40% - 49%

**Information:** limited knowledge, with some significant gaps and/or errors;

**Structure:** acceptable although somewhat underdeveloped and not entirely clear;

**Interpretation:** fairly superficial and generally derivative and uncritical;

**Use of Evidence:** some mentioned, but not integrated into presentation or evaluated;

**Presentation Skills:** not always clear or easy to follow; unimaginative and un-engaging; significantly over time; material fairly disorganised; uncomfortable responding to questions; no attempt at engaging with audience.

### Fail 35% - 39%

**Information:** very limited, with a number of errors and gaps;

**Structure:** Weak, underdeveloped and unclear at times;

**Interpretation:** weak understanding of issues; unfocused/illogical argument; many errors or omissions;

**Use of Evidence:** little or no evidence discussed;

**Presentation Skills:** clumsy, disjointed, difficult to follow, dull; significantly under or over time; has clearly not tried out material beforehand; disorganised; poor engagement with audience unable to respond effectively to questions.

### Fail 34% or below

**Information:** very limited, with significant errors and gaps;

**Structure:** muddled and incoherent;

**Interpretation:** absence of developed ideas very weak understanding of issues;

**Use of Evidence:** mostly irrelevant or incorrect;

**Presentation Skills:** poor, difficult to follow, dull; significantly under or over time; has clearly not tried out material beforehand; disorganised; poor engagement with audience unable to respond effectively to questions.