

I'm not robot!

Name: _____ Mark No.: _____
 General Course Code: _____ Programme: _____
 Topic/Title: _____

Mark Distribution on: 1. Knowledge 2. Communication Skills

Comments/Remarks: _____

Performance Element	Poor (1)	Avg (2)	Good (3)	Excellent (4)	Notes
Subject Knowledge	Does not understand the basic concepts of the subject.	Understands the basic concepts of the subject.	Understands the subject in a comprehensive manner.	Understands the subject in a highly comprehensive manner.	
Concept	Does not understand the concept of the subject.	Understands the concept of the subject.	Understands the concept of the subject in a comprehensive manner.	Understands the concept of the subject in a highly comprehensive manner.	
Visual Aids	Does not use visual aids.	Uses visual aids.	Uses visual aids in a comprehensive manner.	Uses visual aids in a highly comprehensive manner.	
Attire	Does not use appropriate attire.	Uses appropriate attire.	Uses appropriate attire in a comprehensive manner.	Uses appropriate attire in a highly comprehensive manner.	
Eye Contact	Does not maintain eye contact.	Maintains eye contact.	Maintains eye contact in a comprehensive manner.	Maintains eye contact in a highly comprehensive manner.	
Delivery Techniques	Does not use appropriate delivery techniques.	Uses appropriate delivery techniques.	Uses appropriate delivery techniques in a comprehensive manner.	Uses appropriate delivery techniques in a highly comprehensive manner.	

Poster Rubric

Name: _____ Grade: _____

Category	4	3	2	1
Content	Content is relevant, accurate, and comprehensive.	Content is relevant and accurate.	Content is relevant.	Content is not relevant.
Use of Graphics	Graphics are used effectively to enhance the content.	Graphics are used to enhance the content.	Graphics are used.	Graphics are not used.
Organization	Information is organized logically and clearly.	Information is organized.	Information is not organized.	Information is not organized.
Layout and Design	Layout is attractive and professional.	Layout is attractive.	Layout is not attractive.	Layout is not attractive.
Mechanics	Mechanics are excellent.	Mechanics are good.	Mechanics are fair.	Mechanics are poor.

Rubrics for assessment

Level of achievement	Poor	Average	Good
Range	Marks = 1-8	Marks = 9-12	Marks = 13-16
Type of questions			
Labelling	<ul style="list-style-type: none"> Unable to label at least three types of the fruits correctly. Wrong spelling for the labelling parts Unclear and smudgy handwriting Unable to retrieve the information given 	<ul style="list-style-type: none"> Able to label the correct fruits at least four out of six. Spells the types correctly Clear handwriting Able to retrieve the information given 	<ul style="list-style-type: none"> Able to label all the fruits correctly. Spells all the fruits correctly Clear and obvious handwriting Able to retrieve the information clearly Have general understanding
Multiple Choice Questions	<ul style="list-style-type: none"> Unable to circle at least two questions correctly Unable to read the questions correctly Unable to understand the objective of the questions given Cannot find the answers from the text 	<ul style="list-style-type: none"> Able to circle at least four out of five questions correctly Able to read the questions read the questions correctly Able to understand the objective of the questions given Able to find the answer from the text Unable to think critically the answer which was not in the text 	<ul style="list-style-type: none"> Able to circle all the questions given in the worksheet correctly Able to read the questions read the questions correctly Able to understand the objective of the questions given clearly and easily Able to find the answer from the text Able to think critically the answer which was not in the text
Fill in the blanks	<ul style="list-style-type: none"> Unable to get at least three marks correctly Unable to fill in the blanks and spells it wrongly Use capital letter in between the sentences 	<ul style="list-style-type: none"> Able to get at least four marks correctly Able to fill in the blanks and use the correct spelling 	<ul style="list-style-type: none"> Able to get all the marks correctly Able to fill in the blanks and spells it correctly Clear handwriting

Table 6: Scoring rubric for assessment

Based on the rubric above, pupils of 3 Nilam have a very good level of English proficiency. The pupils had achieved the skills that they are required. Eventhough some pupils did not pass the assessment, generally, pupils of 3 Nilam are not poor English learners.

Criteria	4	3	2	1
Content	Content is relevant, accurate, and comprehensive.	Content is relevant and accurate.	Content is relevant.	Content is not relevant.
Use of Graphics	Graphics are used effectively to enhance the content.	Graphics are used to enhance the content.	Graphics are used.	Graphics are not used.
Organization	Information is organized logically and clearly.	Information is organized.	Information is not organized.	Information is not organized.
Layout and Design	Layout is attractive and professional.	Layout is attractive.	Layout is not attractive.	Layout is not attractive.
Mechanics	Mechanics are excellent.	Mechanics are good.	Mechanics are fair.	Mechanics are poor.

Speech Rubric

Speaker's name: _____ Evaluator: _____

Criteria	Rating Excellent	Rating Good	Rating Satisfactory	Rating Needs Improvement	Score
	Points 10-9	Points 9-8	Points 8-7	Points 7-6	
Introduction	(1) Gets attention (2) Clearly identifies topic (3) Establishes credibility (4) Previewes the main points	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria	
Body	Main points are clear, well supported, and sources are documented	Main points are somewhat clear, some support, and some documentation	Main points need clarity and support lack of sources and documentation	Main points are not clear and have no support and no sources or documentation	
Conclusion	(1) Reviews main points (2) Brings closure (3) Memorable	Reviews main points, brings closure	Brings closure	Does not bring closure, the audience is left hanging	
Eye Contact	Eye contact with audience virtually all the time (except for brief glances at notes)	Eye contact with audience less than 50% of the time	Eye contact with audience less than 75% of the time	Little or no eye contact	
Use of Language	Use of language contributes to effectiveness of the speech, and vocalized pauses (um/uh or etc.) are not distracting	Use of language does not have negative impact, and vocalized pauses (um/uh or etc.) are not distracting	Use of language causes potential confusion, and/or vocalized pauses (um/uh or etc.) are distracting	Use of language is inappropriate	
Body language	Body language, gestures, and facial expressions add greatly to the message	Body language, gestures, and facial expressions complement message	Body language, facial expressions and gestures lack variety and spontaneity	Body language, gestures, and facial expressions are lacking or inappropriate	
Clarity	Speaks clearly and distinctly all the time with no mispronounced words	Speaks clearly and distinctly nearly all the time with no more than one mispronounced word	Speaks clearly and distinctly most of the time with no more than two mispronounced words	Often mumbles or can not be understood with more than three mispronounced words	
Topic is specific, follows a logical argument, adapted to audience	Topic is specific, appropriate and adapted	Topic is clear, appropriate and somewhat adapted	Topic lacks clarity and focus needs adapting to audience	No specific purpose— inappropriate for audience or occasion	
Visual Aids	Visual aids well chosen and presented	Mixed problems with visual aids	Significant problems with visual aids	No visual aids	
Time	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time	

(Adapted from Dan Rooney)

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