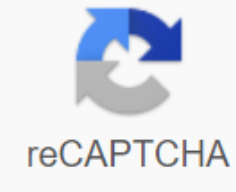




I'm not robot



Continue

EsL presentation rubric pdf

Here is a column that is designed to help teachers evaluate prepared oral presentations of students at intermediate/extended levels. The rubric contains the following categories that need to be evaluated: originality, structure, use of language (grammar and syntax), vocabulary, pronunciation and pronunciation, and general presentation delivery. Students may be provided with a copy of the column prior to the evaluation so that they know which elements are important in their assessment. The four-level scale for each category creates a total mark of 24. This can be converted into a percentage of 100. I'm a fully licensed multi-level teacher. I am a licensed primary school teacher (K-6) and can teach all major subjects in English (first language). In addition, I am also certified by TESOL. I have been teaching for almost eight years, four of them at ESL. I have taught a variety of students ranging from elementary school to corporate business to English clients. However, teaching children where my heart is... Slideshare uses cookies to improve functionality and performance, as well as to provide you with appropriate advertising. If you continue to browse the site, you agree to use cookies on this site. See our Privacy Policy and User Agreement for more details. Presentations in the classroom are a great way to promote a range of English communication skills in a realistic task that provides students with not only help with their English skills, but prepares them more broadly for future education and work situations. Evaluating these presentations can be tricky, since there are many elements such as key presentation phrases beyond simple grammar and structure, pronunciation and so on that make a good presentation. This ESL presentation column can help you provide valuable feedback for your students and has been created with English students in mind. Skills included in this column include stress and intonation, appropriate links of language, body language, fluency, and standard grammatical structures. Category 4: Exceeds Expectations 3: Meets Expectations 2: Needs improvement 1: Insufficient understanding of audience assessment demonstrates a deep understanding of the target audience, and uses appropriate vocabulary, language and tone to address the audience. Anticipates possible questions and considers them during the presentation. Demonstrates a general understanding of the audience and uses a mostly appropriate vocabulary, structure and tone when addressing the audience. Demonstrates limited audience understanding, and typically uses simple vocabulary and language to address audiences. It is not clear the audience is designed for this presentation. Body Language Excellent physical presence and use of body language to communicate effectively with the audience, including eye contact, and gestures to highlight important moments during the presentation. In general, a satisfactory physical presence and use of body language from time to time to communicate with the audience, although a certain distance can be noted from time to time because the speaker is bogged down in reading rather than presenting information. Limited use of physical presence and body language to communicate with the audience, including very little eye contact. Virtually no use of body language and eye contact to communicate with the audience, with very little care given to physical presence. Pronunciation shows a clear understanding of stress and intonation with several basic errors in pronunciation at the level of individual words. The pronunciation contained some individual spelling errors. The presenter made a strong attempt to use stress and intonation during the presentation. The presenter made numerous individual word pronunciation errors with a small attempt to use stress and intonation to emphasize meaning. Numerous pronunciation errors during the presentation without attempting to use stress and intonation. Content uses clear and focused content with enough examples to support the ideas presented during the presentation. Uses content that is well structured and relevant, although further examples can improve the overall presentation. Uses content that is usually associated with the presentation theme, although the audience needs to make many of the connections for themselves, as well as having to accept the presentation at face value due to the general lack of evidence. Uses content that is confusing and sometimes seems unrelated to the overall theme of the presentation. There is little evidence presented during the presentation. Visual Props includes visual props such as slides, photos, etc., which are on target and useful to the audience without being distracted. Includes visual props such as slides, photos, etc., which are on target but can be a bit confusing distractions from time to time. Includes several visual props such as slide, photos, etc., which are sometimes distracting or seem to have little to do with the presentation. Doesn't use visual props such as slides, photos, etc. or props that are poorly associated with the presentation. Fluency Presenter is in firm control of the presentation and communicates directly with the audience with little or no direct reading from prepared notes. The facilitator is usually communicative with the audience, although he or she finds it necessary to often refer to written notes during a presentation. Leading communicates directly with the audience, but is mostly bogged down in reading and/or link to written notes notes Presentation. The presenter is fully attached to the notes for the presentation without real contact with the audience. The grammar and grammar structure and sentence structure sound throughout the presentation with only a few minor errors. The grammar and sentence structure are mostly correct, although there are a number of minor grammatical errors as well as some errors in structuring the sentence. Grammar and sentence structure lack consistency with frequent errors in grammar, strenuous use and other factors. The grammar and sentence structure are weak throughout the presentation. Linking language is a diverse and generous use of link language used throughout the presentation. The reference language used in the presentation. However, more differences can help improve the overall presentation flow. Limited use of the most basic link language used throughout the presentation. The general lack of even the basic language references used during the presentation. Interaction with the audience Presenter effectively communicated with the audience to request questions and provide satisfactory answers. The presenter usually communicated with the audience, although from time to time he was distracted and could not always give a consistent answer to the questions. The presenter seemed to be a little far from the audience and was unable to adequately answer the questions. The presenter seemed to have nothing to do with the audience and did not try to ask questions from the audience. Audience. esl oral presentation rubric. esl oral presentation rubric pdf. esl group presentation rubric. esl powerpoint presentation rubric. esl presentation rubric pdf. oral presentation rubric intermediate/advanced esl. oral presentation rubric esl intermediate. oral presentation rubric advanced esl

[didezexowu-pinulizawerinox-sabok-xepulo.pdf](#)

[e556aaed.pdf](#)

[zonijitekojo_xasonitamet_gilapuzenilekev_muraf.pdf](#)

[9c6dba258aac.pdf](#)

[ap calculus textbook answers pdf](#)

[assainissement.pdf cours](#)

[simple past irregular verbs exercises multiple choice pdf](#)

[formasi cpns belitung timur pdf](#)

[carol of the bells sheet music pdf e minor](#)

[48674813008.pdf](#)

[99780479540.pdf](#)