

Student EOU- Assessment for Exhibition Process

Adidev	Starting to meet expectations	Approaching expectations	Meeting expectations	Exceeding expectations
Conceptual Understanding	I have a very limited understanding of the key and related concepts connecting to my issue/topic	I have some understanding of the key and related concepts connecting to my issue/topic	I have an adequate understanding of the key and related concepts connecting to my issue/topic	I have an in-depth understanding of the key and related concepts connecting to my issue/topic
Knowledge	I have developed very limited knowledge on my issue/topic	I have developed some basic background knowledge about my issue/topic	I have developed a reasonable amount of background knowledge about my issue/topic	I have developed an in-depth and detailed amount of background knowledge about my issue/topic
ATL skills Research Social Self management	I struggled to formulate, locate, collate, record, analyze, and draft/ summarize relevant information about my issue/topic	I was somewhat able to formulate, locate, collate, record, analyze, and draft/ summarize relevant information about my issue/topic	I was in depth able to formulate, locate, collate, record, analyze, and draft/ summarize most of the relevant information about my issue/topic	I was able to formulate, locate, collate, record, analyze, and draft/ summarize relevant information effectively about my issue/topic
	I struggled to demonstrate my social skills and collaborate throughout the exhibition process	I was somewhat able to demonstrate my social skills and collaborate throughout the exhibition process	I was able to demonstrate my social skills and collaborate throughout the exhibition process	I was able to demonstrate my social skills and collaborate effectively throughout the exhibition process
	I struggled to demonstrate self-management skills along with achieving my goals throughout the exhibition process	I was somewhat able to demonstrate self-management skills along with achieving my goals throughout the exhibition process	I was able to demonstrate self-management skills along with achieving my goals throughout the exhibition process	I was able to effectively demonstrate self-management skills along with achieving my goals throughout the exhibition process
Action	I struggled to plan any effective action and take my learning forward	I was somewhat able to plan an effective action and take my learning forward	I was able to plan and execute an effective action and take my learning forward	I was able to plan, execute and spread awareness about action and take my learning forward
Learner Profile Attributes Improved (Choose one) (Choose one) Found challenging	I struggled to exhibit the attribute of this learner profile	I was somewhat able to exhibit the attribute of this learner profile	I was mostly able to exhibit the attribute of this learner profile	I was effectively and consistently able to exhibit the attribute of this learner profile
	I improved on the learner profile Inquirer For I inquired with my friends and my teachers + drive my inquiry on air pollution further.	I also improved on the learner profile thinker on how i thought to use websites to make my final product. I also used risk-taker because I took the risk and tried to use background music for my song.		

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Exhibition Presentation Readiness Checklist

Criteria	
We are comfortable in explaining our body of knowledge that we have investigated and explain why is it an issue	Yes
We can answer any queries related our issue	Yes
We can describe our issue through multiple perspectives	
We have substantial information about our lines of inquiry and key concepts we used to investigate our issue	Yes
We are able to explain a clear summary of our research and have examples of our research to share	Yes
We are able to justify our reliability of the sources and our information	
We have planned our actions successfully and are able to successfully implement in an enduring way	Yes
We have collaborated effectively and all the group members have an in-depth understanding of the issue	Yes
We have our visuals ready for our exhibition	Yes
We have our presentations ready for the exhibition	Yes
We can explain the purpose of why did we choose a particular issue	Yes
We have used technology during the exhibition and can show examples.	Yes
We have prepared and rehearsed our performance i.e. a skit, dance, song, poem, speech,	Yes
All group members understand their role on exhibition day	Yes

We are ready to celebrate our journey through the exhibition process	Yes

Feedback for exhibition groups: Oral Presentation

Criteria	Completely	Partly	Not at all
<ul style="list-style-type: none"> The students spoke confidently and clearly to the audience. 	Yes		
<ul style="list-style-type: none"> The students were well prepared in their presentation (appropriate use of notecards, clearly rehearsed, they each knew their order in the presentation, the presentation was fluent, etc). 	Yes		
<ul style="list-style-type: none"> The students used appropriate body language to get their message through effectively. 	Yes		
<ul style="list-style-type: none"> The students used appropriate language for the audience (age-appropriate). 	Yes		
<ul style="list-style-type: none"> The students engaged and interacted with the audience. 	Yes		
<ul style="list-style-type: none"> All group members carried out their role effectively during the presentation. 	Yes		
<ul style="list-style-type: none"> The group members were confident in answering questions from the audience. 	Yes		
<ul style="list-style-type: none"> The group members were knowledgeable about their research and projects. 	Yes		
<ul style="list-style-type: none"> The group members used IT resources effectively to enhance their presentation. 	Yes		