

2019 Evaluation PLAN

SKIS Middle & High School

Grade	Subject	Teacher
G9_A_Con	English Conversation	Celina Yang

Semester	Distribution Ratio (%)			
	Mid TERM Exam	Final Exam	Performance Test	Sum
Semester 2	NA	NA	100	100

Written Test		Contents/Range
Semester 2	Mid TERM Exam	NA
	Final Exam	NA

Performance Test time	Titles	Points	Evaluation standard
Students will have to write and read aloud their speech in class. Two speeches will be done in September and October, before the mid-terms. The other two speeches will be done in November and December.	4 Speeches – Students will be given a collection of speeches. They will choose 4 to present.	4 x 10 = 40	Appendix 1
Students will have to carry out a Presentation in class on a topic of their choice. To be completed in November.	Oral Presentation – 1 and 2; students will present on one of the topics from Units 1–13 of their textbook	2 x 10 = 10	Appendix 2
Students will prepare and then carry out a debate in class. To be completed in December, before exams.	Debates 1 and 2; students will debate on a controversial topic of their choice. A list will be given to them to choose from.	2 x 20 = 40	Appendix 3



Appendix 1

Speech Rubrics (4 x 10 marks = 40 marks)

	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
Body Language	Body language, gestures, and facial expressions are not used at all.	Body language, gestures, and facial expressions are highly lacking or very inappropriate. There is almost no eye contact with the audience.	Body language, gestures, and facial expressions are lacking or inappropriate. There is little eye contact with the audience.	Body language, facial expressions, and gestures have some variety and spontaneity. There is eye contact with the audience though these are not always effective.	Body language, gestures, and facial expressions are appropriate and compliment the message. There is mostly good use of eye contact with the audience.	Body language, gestures, and facial expressions are highly appropriate and add greatly to the message. There is very effective eye contact made with the audience.
Clarity and Tone	Speaker mumbles and cannot be heard at all. Audience cannot understand what is said for almost all of the speech.	Speaker mumbles and cannot be heard quite regularly. Tone is informal and inappropriate. Audience mostly cannot understand what is said.	Speaks somewhat clearly and distinctly though speaker mumbles and cannot be understood at times.	Speaks clearly and distinctly most of the time with no more than ten mispronounced words. Tone is formal and appropriate.	Speaks clearly and distinctly nearly all the time with no more than five mispronounced words. Tone is mostly formal and appropriate.	Speaks clearly and distinctly all the time with no mispronounced words. Tone is highly formal and appropriate.

Appendix 2

Oral Presentation Rubrics (20 marks to be converted into 10% twice to make up 20 marks)

	0 marks	1 mark	2 marks	3 marks	4 marks
Introduction	Meets none of the criteria.	Meets only one of the four criteria.	Meets any two of the four criteria.	Meets any three of the four criteria.	1) Gets attention 2) Clearly identifies topic 3) Establishes credibility 4) Previews the main points
Body and Conclusion	There are no main points defined. There is no conclusion in the speech.	Main points are not clear and have no support. No sources or documentation. Does not bring closure, audience is left	Main points need clarity and support, there is a lack of sources and documentation. Brings closure.	Main points are somewhat clear, some support, and some documentation. Reviews main points and brings closure.	Main points are clear, well supported, and sources are documented. Reviews main points, brings closure, is



		hanging.			memorable.
Visual Aids and Time	There is no effort put into the using of visual aids at all and/ or there are no visual aids used. Presentation ends too soon.	There is little effort put into the choosing and using of visual aids. These are not appealing and rarely engaging. Presentation could end more than 5 minutes before/ after the allotted time.	There is some effort put into the choosing and using of visual aids. These are somewhat appealing and sometimes engaging. Presentation could end up to 5 minutes before/ after the allotted time.	There is good effort put into the choosing and using of visual aids. These are appealing and mostly engaging. Presentation could end up to 2 minutes before/ after the allotted time.	Visual aids are well chosen and highly engaging. Presentation falls within a minute before/ after the allotted time.
Use of Language	Use of language is basic, highly confusing and distracting. Language is incoherent and meaning is completely indecipherable.	Use of language is confusing and distracting. There are many language mistakes and meaning is unclear.	Use of language causes potential confusion, and/ or vocalized pauses (um, ah, er, etc.) are distracting. There are quite frequent language mistakes though overall meaning is clear.	Use of language does not have a negative impact and vocalized pauses (um, ah, er, etc.) are not distracting. There are some language mistakes.	Use of language contributes to the effectiveness of the speech. Vocalized pauses (um, ah, er, etc.) are not distracting. There are almost no language mistakes.
Clarity and Tone	Mumbles and cannot be heard clearly. Audience cannot understand what is said.	Speaks somewhat clearly, though speaker mumbles and cannot be understood quite regularly.	Speaks clearly and distinctly most of the time with no more than ten mispronounced words. Tone is formal and somewhat appropriate.	Speaks clearly and distinctly nearly all the time with no more than five mispronounced words. Tone is mostly formal and appropriate.	Speaks clearly and distinctly all the time with no mispronounced words. Tone is highly formal and appropriate.



Appendix 3

Debate Rubrics (2 x 20 marks = 40 marks)

	1 mark	2 marks	3 marks	4 marks	5 marks
Respect for Other Team	Statements, responses and/or body language were consistently disrespectful towards others.	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks or rude comments.	Most statements and responses were respectful and in appropriate language, but there may be a sarcastic remark made.	Statements and responses were respectful and used appropriate language. Once or twice body language was not respectful.	All statements, body language, and responses were respectful and language used was highly appropriate.
Argument	The team did not show an adequate understanding of the topic. The argument was presented with major inaccuracies, was usually unclear and lack thoroughness. A lack of effort is clearly evidenced.	The team seemed to understand the main points of the topic, but didn't present with ease. Some of the argument presented was accurate, but there were clear inaccuracies. There was also a lack of clarity and thoroughness.	The team seemed to understand the main points of the topic and presented these with ease. Most of the argument was presented clearly and accurately, but not usually thoroughly.	The team clearly understood the topic in depth and presented their information with ease. The argument presented was mostly clear, accurate and thorough.	The team clearly understood the topic in depth and presented their information forcefully and convincingly. The argument was presented very clearly, accurately and thoroughly.
Rebuttal	Counter-arguments were not accurate and/or relevant.	Some counter-arguments were weak and irrelevant.	Most counter-arguments were accurate and relevant, but several were weak.	Most counter-arguments were accurate, relevant, and strong.	All counter-arguments were accurate, relevant and strong.
Organization	Arguments were not tied to an idea (premise) and there was a complete lack of organization of points.	Only a few arguments were tied to an idea (premise) and these were organized in an illogical fashion.	Some arguments were tied to an idea (premise) and organized in a logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.