

**THE UNIVERSITY OF HONG KONG**

**Common Core Curriculum - Grade Descriptors for Presentations**

	<b>Grade A</b>	<b>Grade B</b>	<b>Grade C</b>	<b>Grade D</b>	<b>Grade F</b>
<b>Addressing the Task</b>	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
<b>Understanding, Analysis, Synthesis, and Application of Knowledge</b>	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is mostly clear and effective but the presentation in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional engagement with key issues and themes but in general the presentation rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by inaccuracies and/or misunderstandings.	No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings.
<b>Argumentation</b>	Examines the question/issue/problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question/issue/problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/problem from some of the important perspectives and some relevant arguments and counter arguments are fully examined. Offers own position and argumentative structure is generally clear and logical but some arguments underdeveloped or some considerations overlooked. Reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective and with minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward with sufficient clarity and are not well supported. Reasoning is often impaired by weak, emotive, or inconsistent argumentation.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.
<b>Structure / Organization</b>	The presentation provides an outline which clearly introduces the structure and a conclusion that clearly summarizes the main ideas/arguments. Transitions from one main idea/argument to the next are always clear to the listener through the use of signaling phrases such as “the next point”, “the final section” etc.	The presentation provides an outline which introduces the structure and a conclusion that summarizes the main ideas/arguments but one or both could be more comprehensive. Transitions from one main idea/argument to the next are almost always clear to the listener through the use of signaling phrases such as “the next point”, “the final section” etc. The listener is always able to follow the development of the main arguments.	The presentation provides an outline which introduces the structure and/or a conclusion that summarizes the main ideas/arguments. However, one or both may be insufficiently clear and/or lacking in enough detail. Transitions from one main idea/argument are mostly clear to the listener but may lack the use of signaling phrases such as “the next point”, “the final section” etc.	The presentation endeavours to provide an outline which introduces the structure of the presentation or a conclusion that summarizes the main ideas/arguments, although one or both may be unclear and/or lack enough detail to be useful to the listener. Transitions from one main idea/argument are occasionally clear to the listener but overall lack the use of signaling phrases such as “the next point”, “the final section” etc. However, the listener is able to follow the development of some of the main arguments.	There is no outline or conclusion. Transitions from one main idea/argument are unclear because of a lack of signaling. The listener is not able to follow the development of any of the main arguments.

<b>Delivery</b>	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience at all times through the skillful use of eye contact, gestures, variation in voice, attractive and professional looking visual aids.	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two of these could be done better in places.	Presenter(s) adhere more or less to the time limits set. Presenter(s) engage the audience most of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two are ineffective in parts of the presentation.	Presenter(s) may be significantly off the time limits set. Presenter(s) attempt to engage the audience some of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids but with limited overall effectiveness.	Presenter(s) do not adhere to the time limits set. Presenter(s) seem to make little attempt to engage the audience eye contact, gestures, variation in voice, attractive and professional looking visual aids. All are ineffective throughout the presentation.
<b>Mechanics</b>	Spoken language is always accurate, comprehensible, fluent, and precise. Pronunciation is clear at all times. Any grammatical errors are infrequent and do not draw the listener's attention.	Spoken language is mostly accurate, comprehensible, fluent and precise with a few hesitations. Pronunciation is generally clear. Any grammatical errors are infrequent and only rarely draw the listener's attention.	Spoken language is generally comprehensible and fluent but not always accurate and precise. At times, strain is placed on the listener, especially because of hesitations and/or pronunciation and grammar.	The language is often inaccurate and imprecise and occasionally incomprehensible but most of the main arguments can be followed with effort. Quite frequent strain is placed on the listener, especially because of hesitations and/or pronunciation and grammar.	The language is mostly incomprehensible and many of the main arguments are unclear, especially because of frequent hesitations in almost every sentence and/or pronunciation and grammar.

Notes:

1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers of Common Core courses.
2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
3. Weightings can be assigned to the categories to suit particular courses as necessary.

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