

## Poster Grade

Name of group members: \_\_\_\_\_

CRITERION C		SPEAKING - PRESENTATION
ACHIEVEMENT LEVEL		LEVEL DESCRIPTOR
0 <input type="checkbox"/>		The student does not reach a standard described by any of the descriptors below.
1 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>limited range</b> of vocabulary (Uses almost no E-waste specific vocabulary)
	ii <input type="checkbox"/>	uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication
2 <input type="checkbox"/>	iii <input type="checkbox"/>	uses pronunciation and intonation with <b>many</b> errors which <b>often</b> hinder comprehension
	iv <input type="checkbox"/>	Communicates <b>limited</b> relevant information (Presents less than 3 informational elements about E-waste).
3 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>basic range</b> of vocabulary (uses few E-waste terms)
	ii <input type="checkbox"/>	uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication
4 <input type="checkbox"/>	iii <input type="checkbox"/>	uses pronunciation and intonation with <b>some</b> errors which <b>sometimes</b> hinder comprehension
	iv <input type="checkbox"/>	Communicates <b>some</b> relevant information (presents slogan and less than 3 informational elements that are not completely explained throughout the presentation about E-waste).
5 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>range</b> of vocabulary (uses some E-waste vocabulary)
	ii <input type="checkbox"/>	uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication
6 <input type="checkbox"/>	iii <input type="checkbox"/>	uses pronunciation and intonation with <b>a few</b> errors. However, these <b>do not</b> hinder comprehension
	iv <input type="checkbox"/>	Communicates <b>most</b> relevant information (presents slogan and at least 3 informational elements that are explained during the presentation about E-waste).
7 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>wide range</b> of vocabulary (specific E-waste vocabulary)
	ii <input type="checkbox"/>	uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>
8 <input type="checkbox"/>	iii <input type="checkbox"/>	uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b>
	iv <input type="checkbox"/>	communicates all or <b>almost all</b> the required information <b>clearly and effectively</b> (presents and explains slogan along with at least 3 informational elements that are explained during the presentation)

Comments:

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CRITERION D		WRITING - POSTER
ACHIEVEMENT LEVEL		LEVEL DESCRIPTOR
0 <input type="checkbox"/>		The student does not reach a standard described by any of the descriptors below.
1 <input type="checkbox"/> 2 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>limited range</b> of vocabulary (almost no E-waste specific vocabulary found on poster)
	ii <input type="checkbox"/>	uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication
	iii <input type="checkbox"/>	presents <b>some information</b> in a <b>partially recognizable</b> format using <b>some basic</b> cohesive devices (Very little creativity to make the poster visually appealing. Information is not organized so that the audience can understand what is being presented).
	iv <input type="checkbox"/>	communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context. (Slogan and at least 3 accurate informational elements are not very visible at all to the audience).
3 <input type="checkbox"/> 4 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>basic range</b> of vocabulary (few E-waste specific vocabulary on poster)
	ii <input type="checkbox"/>	uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication
	iii <input type="checkbox"/>	organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices (Use of some creativity and a bit of originality to make the poster visually appealing. Some information is organized so that the audience can mostly understand what is being presented).
	iv <input type="checkbox"/>	communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context. (Slogan and at least 3 accurate informational elements are somewhat visible to the audience).
5 <input type="checkbox"/> 6 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>range</b> of vocabulary (some E-waste specific vocabulary on poster)
	ii <input type="checkbox"/>	uses a <b>range</b> of grammatical structures with a <b>few errors</b> which <b>do not</b> hinder communication
	iii <input type="checkbox"/>	organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive devices (Use of some creativity and originality to make the poster visually appealing. Most information is organized so that the audience understands what is being presented).
	iv <input type="checkbox"/>	communicates <b>most</b> relevant information with a <b>sense</b> of audience and purpose to suit the context. (Slogan and at least 3 accurate informational elements about E-waste are mostly clear and somewhat visible).
7 <input type="checkbox"/> 8 <input type="checkbox"/>	i <input type="checkbox"/>	uses a <b>wide range</b> of vocabulary (specific E-waste vocabulary present on poster)
	ii <input type="checkbox"/>	uses a <b>wide range</b> of grammatical structures <b>generally accurately</b>
	iii <input type="checkbox"/>	organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and some complex</b> cohesive devices (Use of creativity and originality to make poster visually appealing. Poster is organized in such a way that the audience understands what is being represented).
	iv <input type="checkbox"/>	communicates all or <b>almost all</b> the required information with a <b>clear sense</b> of audience and purpose to suit the context (Slogan and at least 3 accurate informational elements, about E-waste, are clear and visible).

Comments:

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