

**Oral Presentation Skills - Formative/Self -Assessment  
ENG 4C - English**

**Presentation Skills**

1. Provide a description of the media type (movie, website, poem, novel, seminar, training session, guest speaker, etc):
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A good presentation involves the skills listed in the chart.

2. Use the following checklist chart to assess and improve your own presentation skills.
3. Use this chart to have a peer assess and improve your skills you before you present to the class.

Keep working on....	Successful Presentation skills	Achieved it...
	<b>Preparation:</b>	
	- thorough general knowledge of the topic	
	- notes with specific facts, information to remember	
	- thorough knowledge of applicable vocabulary	
	- proper pronunciation of all vocabulary	
	- technical requirements planned, booked, set up	
	- anticipate possible questions to determine appropriate answers in advance	
	<b>Practice:</b>	
	- rehearse alone to learn material	
	- rehearse in front of another person to set speed and volume	
	- set up visuals or audios several times to problem solve	
	- have a plan in place for technical issues - can you use an alternate resource or present without it?	
	- Rehearse and video tape it to be able to self-assess your presentation and then work on the areas of improvement	
	<b>Body Language:</b>	
	- attentive posture (not slouching)	
	- face audience	
	- appear to be confident	
	- appropriate facial expressions	

	<b>Your Voice:</b>	
	- voice is directed at audience	
	- clear, audible voice, appropriate volume	
	- variety of tone	
	- appropriate speed of speaking - not too fast, not too slow	
	- uses pauses for emphasis	
	<b>The Delivery:</b>	
	- be aware of the interest of the audience	
	- position yourself and your visuals/audios appropriately in the room	
	- relax - pause, smile and count to three to calm down	
	- make eye contact with audience	
	- minimal reading from notes	
	<b>The Media - Visuals/ Audios</b>	
	- allow sufficient time for the audience to experience the media	
	- demonstrate personal interest in the media by participating with the audience	
	- length of time is appropriate to presentation time – not too long or too short	
	- media is directly relevant to topic	
	- media is of high quality	

**Oral Presentation Skills - Structure Checklist**  
**ENG 4C - English**

**Presentation Structure**

Use the following checklist instructions to plan your presentation:

Check the box when  
you complete the step:

1. Welcome, introduction to you and your reason for presenting (SHSM).
2. Opening statement/question to create interest.
3. Brief overview or outline of what the audience should expect to understand, know, or introduced to.  
"First, ..... Second, I will show you....."
4. Main body. This is your presentation of information.
5. Media. Include visuals, audios, websites to directly validate your information. Explain its purpose and what the audience is to understand about it.  
"As you can see....."
6. Summarize your information to help the audience remember.  
Keep to about three main points.
7. Conclusion. This statement links your information to the opening statements.
8. Thank your audience and allow their continued involvement by inviting them to ask questions.

<p style="text-align: center;"><b>Critical Analysis – Critique Presentation</b> <b>English 4C – English</b></p>
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**Instructions**

1. You will be presenting your Critical Analysis to your peers.
2. The topic of your presentation will be your Critical Analysis of a novel, movie, website, Song, SHSM seminar, SHSM experiential learning, SHSM reach-ahead SHSM guest speaker, etc. These opportunities may include, but are not limited to:
  - safety training such as First Aid,
  - skills training such as Service Excellence
  - Reach Ahead experiences such as a visit to Conestoga College.
3. Your target audience is the class and your teacher. Every element of your presentation must be professional, appropriate and mature.
4. Presentations should take no longer than approximately 10 minutes to cover all five of the stages in your Critical Analysis.
5. Presentations will follow the structure provided in the instructions.
6. Students are expected to use a script but should be able to also elaborate on specific points without using the script information (see rubric for details). For example, you will need to describe and/or expand on points that you may not have written in your script. This material should be a reflection of your knowledge of the topic (movie, website, novel, song) you selected.
7. Under no circumstances will an individual be able to postpone their presentation due to an absence or lack of preparation. The show must go on. Therefore, if your “computer breaks down”, this will not be an acceptable excuse.
8. Planning is critical and students are responsible for ensuring all necessary media has been acquired for their presentation. If you need a projector, DVD player, television, or any other media, make certain it is ready, working and present for the day of your presentation.

**Requirements:**

**A - Presentation** (10 minutes long)

- Summary of your findings that include a “description” of the Critical Analysis chart
- Pre-selected samples of the chosen media.
- Connect the media (movie, website, song, etc ) to teens (specifically to grade 12 students)

**B - Assessments**

- Completed self-assessment
- Completed peer-assessment
- Evaluation Rubric

**Presentation Rubric  
English 4C – English**

<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>Knowledge Understanding</b> *demonstrates an understanding of the movie (information is accurate and utilizes proper film vocabulary)</p> <p>*demonstrates a clear knowledge of the target audience (presentation materials are directed to peers and teacher appropriately)</p> <p>*supporting material is original, logical and relevant (facts, examples)</p>	<p>Demonstrates limited understanding of the movie; introduces minimal new information to the class</p> <p>Demonstrates limited understanding of the target audience for the project</p> <p>Demonstrates limited understanding of materials</p>	<p>Demonstrates some understanding of the film; introduces some new information to the class</p> <p>Demonstrates some understanding of the target audience for the project</p> <p>Demonstrates some understanding of materials</p>	<p>Demonstrates considerable understanding of the film; introduces considerable new information to the class</p> <p>Demonstrates considerable understanding of the target audience for the project</p> <p>Demonstrates considerable understanding of materials</p>	<p>Demonstrates thorough understanding of the film; introduces relevant and insightful new information to the class</p> <p>Demonstrates thorough understanding of the target audience for the project</p> <p>Demonstrates thorough understanding of materials and provides creative insight</p>
<p><b>Thinking Inquiring</b> *uses critical and inquiry skills through analyzing and interpreting the movie</p> <p>*ideas are clearly organized, developed, and supported to achieve a clear purpose</p> <p>*provides a well defined conclusion</p>	<p>Uses critical thinking skills with limited effectiveness</p> <p>Ideas are rarely clearly organized, developed, and supported to achieve a clear purpose</p> <p>Provides a limited conclusion</p>	<p>Uses critical thinking skills with some effectiveness</p> <p>Ideas are sometimes organized, developed, and supported to achieve a clear purpose</p> <p>Provides some concluding information</p>	<p>Uses critical thinking skills with considerable effectiveness</p> <p>Ideas are clearly organized, developed, and supported to achieve a clear purpose</p> <p>Provides a well defined conclusion</p>	<p>Uses critical thinking skills with a high degree of effectiveness</p> <p>Ideas are clearly organized, developed, and supported to achieve a clear purpose with a high degree of effectiveness</p> <p>Provides an original and thoughtful conclusion</p>

