Unit 2, Module 3 – Project Reflection

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Excelling** | Has included all of the following aspects in detail: tasks/goals/steps, start and completion dates, resources needed, risk assessment, roles and responsibilities | Has included more than eight pictures of the implementation process, all of which are annotated in detail | Has described in detail five positive and five negative aspects of each group member’s performance during the planning and implementation process of the project | Uses eye contact most of the time | Is able to answer all class questions with explanation and elaboration | Demonstrates strong enthusiasm about the topic during the entire presentation | |
| Has described in detail five strategies for improvement for each group member | Speaks with fluctuation in volume and tone to interest audience and emphasis key points | Includes at least five examples, facts and/or statistics to support conclusions/ ideas with evidence | Significantly increases audience understanding and knowledge of topic | |
| Has included more than eight pictures of the planning process, all of which are annotated in detail | Has described in detail five positive and five negative aspects of the project using five pieces of data/evidence from the surveys to justify their responses | Has created cue cards | Presentation is presented in a logical way, with a clear beginning, middle and end, with the use of headings and subheadings | Convinces the audience to recognise the validity and importance of the topic | |
| Has described in detail five strategies for improvement for the project |
| **Achieving** | Has included all of the following aspects: tasks/goals/steps, start and completion dates, resources needed, risk assessment, roles and responsibilities | Has included five or more pictures of the implementation process, all of which are annotated in detail | Has described three positive and three negative aspects of each group member’s performance during the planning and implementation process of the project | Uses eye contact more than half the time | Is able to answer all class questions with ease, without elaboration | Demonstrates some enthusiastic feelings about the topic | |
| Has described three strategies for improvement for each group member |
| Has included five or more pictures of the planning process, all of which are annotated | Has described three positive and three negative aspects of the project using three pieces of data/evidence from the surveys to justify their responses | Speaks with some variation in tone and volume | Includes at least three examples, facts, and/or statistics to support conclusions/ideas with evidence | Raises audience understanding and awareness of most points | |
| Has described three strategies for improvement for the project |
| **Satisfactory** | Has only included three of the following aspects: tasks/goals/steps, start and completion dates, resources needed, risk assessment, roles and responsibilities | Has included three or more pictures of the implementation process; however, has failed to annotate the pictures | Has listed two negative or two positive aspects of one group member during the planning or implementation process of the project | Uses eye contact less than half the time | Is uncomfortable with information, only able to answer simple class questions | Show little of mixed feelings about the topic | |
| Has listed two strategies for improvement for one group member |
| Has included three or more pictures of the planning process; however, has failed to annotate the pictures | Has listed two negative or two positive aspects of the project; however, has not included data/evidence from the surveys | Speaks with uneven volume and tone | Includes three pictures related to content in presentation | Raises audience understanding and knowledge of some points | |
| Has listed two strategies for improvement for the project |
| **Not yet satisfactory** | Has only included one of the following aspects: tasks/goals/steps, start and completion dates, resources needed, risk assessment, roles and responsibilities | Has included one picture of the implementation process; however, has failed to annotate it | Has listed either one positive or one negative aspect of a group member during the project | Holds no eye contact with audience | Does not have a grasp of information, not being able to answer class questions | Shows no interest in the topic | |
| Has listed either one positive or one negative aspect of the project; however, has not included data/evidence from the surveys |
| Has included one picture of the planning process; however, has failed to annotate it | Has listed one strategy for improvement for the project | Speaks in low volume and monotonous tone | Includes one picture related to content in presentation | Fails to increase audience understanding of knowledge of topic | |
| Has listed one strategy for improvement for one group member |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | |
| **Criteria** | **Planning** | **Implementing** | **Reflection** | **Delivery** | **Content/ organisation** | **Enthusiasm/audience awareness** | |
| **Activity 5 – PowerPoint** | | | **Activity 6 – Presentation** | | |