

THE EDUCATION UNIVERSITY OF HONG KONG

University ePortfolio

Assessment Requirements for Individual Presentation

Weighting: 25%

Requirements:

1. You will **present the progress of your own reflective thinking toward constructing your University ePortfolio (UePortfolio)** in the individual presentation (referring to the rubrics).
2. The presentation must be done on an **INDIVIDUAL BASIS**, not on a group basis or in form of group presentation.
3. The duration of each student presentation should range **from 10 to 15 minutes (maximum)**.
4. Structure your presentation to introduce to your supervisor and fellow students **the theme, or focus area, approaches and content of your reflections throughout this course**, which can include the reflective entry you have submitted earlier as well as new materials and insights elaborating and expanding the depth and scope of your reflections and demonstrating your achievement at a certain level of Critical Thinking and Communication Skills.
5. **Videotape** your UePortfolio presentation to demonstrate how you engage your peers and supervisor with succinct content using fluent and proper language.
6. Please submit a paper copy of your presentation materials on the day of the presentation.
7. In addition to presenting your own University ePortfolio, you are expected to **support peer presentations** by raising questions or comments concerning the points in their reflections which interest you, and giving them feedback for further refinement of their UePortfolio development.
8. The **content** and **skills** of your presentation (including the quality of your presentation slides/ tools, e.g. PowerPoint slides) will be assessed (20%).
9. The **constructive feedback/ comments** you have provided to your peers during their individual presentations will comprise 5% of the assessment score given by your supervisor.
10. The assessment score of your UePortfolio presentation totals 25% (20% from your own presentation¹, and 5% from your evaluation of your peer presentations² to be given by your supervisor).

¹ Criteria 1-4

² Criterion 5

Individual Presentation Rubric

Assessment Criterion	Grade	Outstanding “A” A + A A -	Proficient “B” B+ B B -	Developing “C” C+ C C -	Unsatisfactory ≤ “D” D / Fail
1. Convey a central message of the selected theme or focus area demonstrating analytical/ critical thinking		Convey a compelling central message of the selected theme or focus area demonstrating analytical/ critical thinking explicitly and in a manner that makes it memorable.	Convey a central message of the selected theme or focus area demonstrating analytical/ critical thinking clearly and consistently, making it somewhat memorable.	Convey a basically comprehensible central message of the selected theme or focus area demonstrating analytical/ critical thinking that is not memorable.	Convey a central message of the selected theme or focus area demonstrating analytical/ critical thinking superficially, which can be deduced, but is not explicitly stated in the presentation.
2. Use and present relevant materials and artefacts supporting the selected theme or focus area		Present with a variety of relevant evidence showing appropriate reference to information or analysis that provides significant support for the points being made, which demonstrate strong reference to the selected theme or focus area.	Present with relevant and adequate evidence showing reference to information or analysis that provides good support for the points being made, which demonstrate reference to the selected theme or focus area.	Present with sufficient, but sometimes irrelevant, supporting evidence that relates to the points being made, which demonstrate some reference to the selected theme or focus area.	Present with little and irrelevant supporting evidence and reasoning which weakly relates to or does not support the points being made, which demonstrate no or little reference to the selected theme or focus area.
3. Display organisation in a logical flow		Display an exemplary organisational pattern (distinct introduction and conclusion, sequenced materials within the presentation body, and transitions) in a solidly coherent and logical flow, which is consistently observable throughout the presentation.	Display a competent organisational pattern (distinct introduction and conclusion, sequenced materials within the presentation body, and transitions) in a coherent and logical flow, which is clearly observable during the presentation.	Demonstrate an adequate awareness of organisational pattern (distinct introduction and conclusion, sequenced materials within the presentation body, and transitions) in a basic logical flow, which is only intermittently observable.	Demonstrate a low level of awareness of organisational pattern (distinct introduction and conclusion, sequenced materials within the presentation body, and transitions) in an incoherent or little to no logical flow.
4. Use proper language and engage the audience to deliver an effective presentation and manage good timing		Use imaginative, memorable and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times. Excellent time management.	Use thoughtful language, and engage the audience by means of posture, gestures, eye contact and use of voice most of the time. Good time management.	Use adequately clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to some extent. Time management with considerable room for improvement.	Use little clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent. Poor time management.

<p>5. Provide constructive comments or worthwhile questions on peer presentations or give feedback to peers for further refinement</p>	<p>Help fellow groupmates move forward by articulating the merits of alternative ideas or proposals. Provide constructive and relevant assistance and/or encouragement to peers. Use positive vocal tone, facial expressions, and/or body language to convey a positive attitude about the work of peers.</p>	<p>Offer alternative solutions or courses of action that build on the ideas of others. Provide assistance and/or encouragement to others. Use positive vocal tone, facial expressions, and/or body language to convey an acknowledgement about the work of peers.</p>	<p>Offer new suggestions to advance the work of peers; provide comments to others. Use appropriate vocal tone, facial expressions, and/or body language to respond, but sometimes irrelevantly, on the work of peers.</p>	<p>Offer no or irrelevant suggestions to the work of peers; provide no or irrelevant comments to others. Use inappropriate vocal tone, facial expressions, and/or body language to respond, but mostly irrelevantly, on the work of peers.</p>
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<p>University ePortfolio</p> <p>Individual Presentation Assessment Form</p>

Date of Presentation: _____
 Name of Presenter: _____
 Theme of UePortfolio: _____ **(Must be provided)**

Criteria	High ← ----- → Low								^Fail
1. Convey a central message of the selected theme or focus area demonstrating analytical/ critical thinking	4	3.5	3	2.5	2	1.5	1	0.5	0
2. Use and present relevant materials and artefacts supporting the selected theme or focus area	4	3.5	3	2.5	2	1.5	1	0.5	
3. Display organisation in a logical flow	4	3.5	3	2.5	2	1.5	1	0.5	
4. Use proper language and engage the audience to deliver an effective presentation and manage good timing	4	3.5	3	2.5	2	1.5	1	0.5	
5. Provide constructive comments or worthwhile questions on peer presentations or give feedback to peers for further refinement	4	3.5	3	2.5	2	1.5	1	0.5	

Feedback to student:

Final score (aggregate score of **Criteria 1 to 5**):

Level #: Outstanding Proficient Developing Unsatisfactory Fail Grade:

Name of Assessor: _____	Date: _____
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GILO level for each criterion ranges from 4 to 1 which corresponds to the Performance/ KPI levels from “Outstanding” to “Unsatisfactory”. Students who fail in the Individual Presentation due to non- or late presentation would receive KPI Level 0 (FAIL).

^ Grade descriptors of Level 0 for each criterion are not provided given this KPI Level is given to those students who fail due to non- / late- presentation.