

	Emerging	Developing	Advanced
Managing groups Score: /15	Is unaware of stages of individual or group development Prefers group members to work in unison Present material as written regardless of group reaction Uses authority to manage groups	Recognises stages of group development but unable to accommodate Manages group interaction but unable to cope with challenge Able to make minor adaptations to written material or presentation style Uses basic strategies to manage groups	Recognises and supports groups through the stages of group development Actively promotes group interaction and challenges them to engage in tasks and with each other Adapts presentation material and style to accommodate group dynamics Uses a range of strategies to confidently manage groups
Audience Engagement Score: /25	The presenter is not able to keep the audience engaged. The verbal or nonverbal feedback from the the audience may suggest a lack of interest or confusion. Topic selection does not relate to audience needs or interests.	The presenter is able to keep the audience engaged most of the time. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas. Generally, the speaker demonstrates audience awareness through nonverbal and verbal behaviours. Some effort to make the material relevant to audience interests.	The presenter is able to effectively keep the audience engaged Material is modified or clarified as needed given audience feedback Non-verbal behaviours are used to keep the audience engaged Delivery style is modified as needed Opportunities for questions to be asked throughout
Organization of Information Score: /15	Ideas may not be focused/developed; the purpose is unclear The introduction is undeveloped Main points are tough to identify Transitions are not made No coordination is seen throughout the presentation	Main idea is evident, but the organizational structure may need to be strengthened Introduction may not be well developed; main points may not be clear Transitions may be awkward Supporting material may lack in development Audience has difficulty understanding the presentation because the sequence of events is unclear	Ideas are clearly organized and developed to achieve a purpose, and it is clear Natural flow of information and subtopics All aspects of presentation are well-coordinated A professional format is used Presentation is well coordinated overall
Roles and responsibilities of a facilitator Score: /20	Has one style of facilitation and unable to use others as appropriate Unable to identify and describe own learning style, unaware of style of others Unable to identify the skills of facilitation, rather delivers material at the audience	Can identify and describe styles of facilitation, but finds difficulty using the range as appropriate Can describe own learning style and mode which is used to facilitate learning for others Is aware of most skills for facilitation and is able to adapt most as necessary to meet needs of group	Chooses appropriate facilitation strategies Knows own learning style and mode but can also match the style of the group Aware of key skills of facilitation and actively attends to them to meet the needs of the groups
Content Score: /25	Student does not have grasp of information Student cannot answer questions about subject Inaccurate, generalized or inappropriate supporting material may be used Overdependence on notes may be observed	Student has a partial grasp of the information Supporting material may lack in originality Student is at ease with expected answers to all questions but fails to elaborate. Overdependence on notes may be observed	Student has a clear grasp of information Supporting material is original, logical and relevant Student demonstrates full knowledge (more than required) by answering questions with explanations or elaborations in session or afterwards on the blog Notes used for reference only