

ENGLISH

First Additional Language

Grade **5**

Management Document

Term 3

Edition 5, 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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Alignment to RATP 2023 – 2024

RATP CYCLE	PSRIP ALIGNMENT CYCLE
<u>T3 WEEKS 1-2</u> L&S: Listens to Folklore R: Reads Folklore W: Writes descriptive paragraphs of the Folklore genre read	<u>T3 WEEKS 1-2 (More Myths)</u> L&S: Listens to Folklore R: Reads Folklore W: Writes descriptive paragraphs of the Folklore genre read
<u>T3 WEEKS 3-4</u> L&S: Listens to and participate in a discussion on the CWP based on the selected genre R: Read for information based on the genre selected W: Use different types of graphic organisers to collate research findings of the CWP	<u>T3 WEEKS 3-4 (Learning more about Fables)</u> L&S: Listens to and participate in a discussion on the CWP based on the selected genre R: Read for information based on the genre selected W: Use different types of graphic organisers to collate research findings of the CWP
<u>T3 WEEKS 5-6</u> L&S: Listening and Speaking strategies – Focus on the relevant literature genre R: Reading & Viewing Strategies- Guide learners to understand the CWP rubric/s and assessment requirements W: Write / draw / create the written aspect of the selected topic	<u>T3 WEEKS 5-6 (Writing about Fables)</u> L&S: Listening and Speaking strategies – Focus on the relevant literature genre R: Reading & Viewing Strategies- Guide learners to understand the CWP rubric/s and assessment requirements W: Write / draw / create the written aspect of the selected topic
<u>T3 WEEKS 7-8</u> L&S: Listens to and discusses an advertisement R: Reads an advertisement W: Writes an advertisement	<u>T3 WEEKS 7-8 (Greed)</u> L&S: Listens to and discusses an advertisement R: Reads an advertisement W: Writes an advertisement
<u>T3 WEEKS 9-10</u> L&S: Listens to a poem R: Reads a poem W: Writes a poem	<i>Please use the theme structures and teaching notes from PSRIP Term 1 Weeks 9-10 to structure a theme related to poetry</i>

Curriculum Tracker

Use the following tables to keep track of your curriculum coverage.

Complete the reflection at the end of every cycle as part of this process.

Thank you!

WEEK 1

Day	CAPS content, concepts, skills	Date completed
THEME: MORE MYTHS		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: All about myths • Three read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • /f/ /a-e/ /ing/ • Word find 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • Learner Book: The Myth of the Rainbow Serpent: An Aboriginal Creation Myth • Discuss and predict • Read text aloud 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • Learner Book: The Myth of the Rainbow Serpent: An Aboriginal Creation Myth • Model comprehension skill: Making inferences • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • Learner Book: The Myth of the Rainbow Serpent: An Aboriginal Creation Myth • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • Teach comprehension strategy: Making inferences 	
Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • Complete activity: Making a summary 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Descriptive paragraphs / essay • Sample text: My favourite place 	
Friday	Activity 3: END OF WEEK CONSOLIDATION <ul style="list-style-type: none"> • Update KWL chart 	

WEEK 2		
Day	CAPS content, concepts, skills	Date completed
THEME: MORE MYTHS		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> Genre: Descriptive paragraphs Topic: What the world looked like before the rainbow serpent created humans Planning Strategy: Mind map 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> Teach song/rhyme/poem Teach theme vocabulary Question of the day Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> LSC: Adjectives Use plan to draft 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> Teach song/rhyme/poem Teach theme vocabulary Question of the day Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> Edit using checklist Publish and share writing 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Friday	Activity 3: CONCLUSION <ul style="list-style-type: none"> Review word find Update KWL chart 	

THEME REFLECTION: MORE MYTHS

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 3

Day	CAPS content, concepts, skills	Date completed
THEME: FINDING OUT MORE ABOUT FABLES Creative Writing Research Project		
Monday	Activity 1: INTRODUCTION TO RESEARCH PROJECT <ul style="list-style-type: none">• Give overview• Select pairs• Complete pair agreement	
Monday	Activity 2: EXPLAIN RESEARCH TASKS 1-3 <ul style="list-style-type: none">• Read through tasks in Learner Book	
Tuesday	Activity 1: DEVELOP TASK 4 <ul style="list-style-type: none">• Process for learners to develop own driving question	
Tuesday	Activity 2: REVIEW ASSESSMENT GUIDELINES <ul style="list-style-type: none">• Explain the assessment guidelines for the project	
Wednesday	Activity 1: NOTE-MAKING USING KEY WORDS <ul style="list-style-type: none">• Explain note-making and key words• I do, we do, you do	
Wednesday	Activity 2: USING A GRAPHIC ORGANISER <ul style="list-style-type: none">• Explain Mind Map• Explain Venn Diagram• Show examples in Learner Book	
Thursday	Activity 1: BIBLIOGRAPHY <ul style="list-style-type: none">• Explain bibliography for books and articles• Explain bibliography for online sources• Explain bibliography for interviews• Show examples in Learner Book	
Thursday	Activity 2: TEACH VOCABULARY <ul style="list-style-type: none">• Use PATS to teach theme vocabulary	
Friday	Activity 1: TEACH LSC <ul style="list-style-type: none">• Direct speech	
Friday	Activity 2: FIRST READ OF TEXTS <ul style="list-style-type: none">• Read theme texts aloud• Give basic explanation of texts	

WEEK 4

Day	CAPS content, concepts, skills	Date completed
THEME: FINDING OUT MORE ABOUT FABLES		
Creative Writing Research Project		
Monday	Activity 1: FIRST READ OF TEXTS <ul style="list-style-type: none"> • Read theme texts aloud • Give basic explanation of texts 	
Monday	Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Find answers for task 1 	
Tuesday	Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Make mind map for task 1 • Make bibliography for task 1 	
Tuesday	Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Read texts for task 2 • Find answers for task 2 	
Wednesday	Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Make mind map for task 2 • Make Venn Diagram for task 2 • Make bibliography for task 2 	
Wednesday	Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Conduct interviews for task 3 	
Thursday	Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Make mind map for task 3 • Make Venn Diagram for task 3 • Make bibliography for task 3 	
Thursday	Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Find answers for task 4 	
Friday	Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> • Make mind map for task 4 • Make Venn Diagram for task 4 (if required) • Make bibliography for task 4 	
Friday	Activity 2: FINAL DRAFT OF RESEARCH PRESENTATION <ul style="list-style-type: none"> • Edit tasks 1-4 • Finalise presentation of tasks 1-4 	
Friday	Activity 3: REFLECTION <ul style="list-style-type: none"> • Reflect on the project process 	

THEME REFLECTION: FINDING OUT MORE ABOUT FABLES

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 5

Day	CAPS content, concepts, skills	Date completed
THEME: WRITING ABOUT FABLES		
Creative Writing Research Project		
Monday	Activity 1: INTRODUCTION TO WRITING PART OF PROJECT <ul style="list-style-type: none"> • Give overview • Work independently 	
Monday	Activity 2: EXPLAIN WRITING TASKS 5-6 <ul style="list-style-type: none"> • Read through tasks in Learner Book 	
Tuesday	Activity 1: REVIEW ASSESSMENT GUIDELINES <ul style="list-style-type: none"> • Explain assessment guidelines for tasks 5 and 6 	
Tuesday	Activity 2: TEACH LSC VOCABULARY <ul style="list-style-type: none"> • Linking words and phrases 	
Wednesday	Activity 1: TEACH LSC VOCABULARY <ul style="list-style-type: none"> • Linking words and phrases 	
Wednesday	Activity 2: LOOKING AT COMIC STRIPS <ul style="list-style-type: none"> • Features of comic strips • Look at example in Learner Book 	
Thursday	Activity 1: PLAN COMIC STRIP <ul style="list-style-type: none"> • Comic strip of fable • 6 frames and last frame for moral of fable • Use planning guidelines 	
Thursday	Activity 2: PLAN COMIC STRIP <ul style="list-style-type: none"> • Complete planning of comic strip 	
Friday	Activity 1: DRAFT COMIC STRIP <ul style="list-style-type: none"> • Use plan to draft comic strip • Use drafting guidelines 	
Friday	Activity 2: DRAFT COMIC STRIP <ul style="list-style-type: none"> • Use plan to draft comic strip • Use drafting guidelines 	

WEEK 6

Day	CAPS content, concepts, skills	Date completed
THEME: WRITING ABOUT FABLES		
Creative Writing Research Project		
Monday	Activity 1: COMPLETE DRAFT OF COMIC STRIP <ul style="list-style-type: none"> • Complete drafting of comic strip 	
Monday	Activity 2: EDIT COMIC STRIP <ul style="list-style-type: none"> • Use editing guidelines 	
Tuesday	Activity 1: COMPLETE EDIT OF COMIC STRIP <ul style="list-style-type: none"> • Complete editing of comic strip 	
Tuesday	Activity 2: PLAN PARAGRAPH TO EXPLAIN MORAL OF FABLE <ul style="list-style-type: none"> • Use planning guidelines 	
Wednesday	Activity 1: DRAFT PARAGRAPH <ul style="list-style-type: none"> • Using drafting guidelines 	
Wednesday	Activity 2: DRAFT PARAGRAPH <ul style="list-style-type: none"> • Using drafting guidelines 	
Thursday	Activity 1: COMPLETE DRAFT OF PARAGRAPH <ul style="list-style-type: none"> • Complete drafting of paragraph 	
Thursday	Activity 2: EDIT DRAFT OF PARAGRAPH <ul style="list-style-type: none"> • Use editing guidelines 	
Friday	Activity 1: PUBLISHING AND PRESENTATION <ul style="list-style-type: none"> • Go through assessment rubric for comic strip • Go through assessment rubric for paragraph 	
Friday	Activity 2: PUBLISHING AND PRESENTATION <ul style="list-style-type: none"> • Finalise task 5 – comic strip of fable • Finalise task 6 – paragraph explaining moral of the fable 	

THEME REFLECTION: WRITING ABOUT FABLES

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 7

Day	CAPS content, concepts, skills	Date completed
THEME: GREED		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Wealth and poverty in the world • Three read • Model comprehension skill: Visualise • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • /wh/ /u-e/ /oo/ • Word find 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 pages 70, 74, 78, 82: The rich man and the poor man • Discuss and predict • Read text aloud 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 pages 70, 74, 78, 82: The rich man and the poor man • Model comprehension skill: Visualise • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 pages 70, 74, 78, 82: The rich man and the poor man • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • Teach comprehension strategy: Visualise 	
Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • Complete activity: I can visualise... 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Advertisement • Sample text: Better Gardens 	
Friday	Activity 3: END OF WEEK CONSOLIDATION <ul style="list-style-type: none"> • Update KWL chart 	

WEEK 8		
Day	CAPS content, concepts, skills	Date completed
THEME: GREED		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Advertisement • Topic: Persuade people to make someone's life better • Planning Strategy: Mind map 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Modals: can, could, may, might • Use plan to draft 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit using checklist • Publish and share writing 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Friday	Activity 3: CONCLUSION <ul style="list-style-type: none"> • Review word find • Update KWL chart • Reflect on learning 	

THEME REFLECTION: GREED

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

Programme of Formal Assessment

1. There are 2 formal assessment tasks for Grade 5 Term 3 2023.
2. Please complete these tasks as detailed below.

TASK	DESCRIPTION	MARKS
FAT 6	CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project)	20 marks
	Stage 2: Writing (Learners engage in the write-up of their project and a creative response)	30 marks
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.	20 marks

All assessment tasks and tools may be changed in accordance with directives from the province or district.

ASSESSMENT RUBRIC TASK 6 Stage 1: Research 20 marks

Research Criteria	Level Descriptors			
	4	3	2	1
Driving question/s		Strong, clear driving question/s with a good sense of where to find the answer/s. The question is relevant for the whole research project.	Driving question/s with some idea of where to find the answer/s. The question is connected to the research.	Driving question/s is connected to the research. Not clear where to find the answers.
Organisational skills and graphic organisers	The research is well-organised. Graphic organisers set out correctly, with clear headings. All information displayed accurately, accessibly and in a visually appealing way.	The research is organised. Graphic organisers correctly set out. The information is easy to access and looks appealing.	The research is generally organised. Graphic organisers include some errors causing confusion. Some information left out. Not much effort with the presentation.	The research is disorganised. Graphic organisers incorrectly set out. Missing information. Hard to read and not visually appealing.
Relevance		All information is completely relevant and answer the research questions precisely.	Most information is relevant. Most questions answered.	Only some or little information is relevant, but much is off the topic. Not all questions answered.
Note-making		Effective use of key words to highlight main points. Only necessary details and examples included. Notes show a thorough understanding of texts and information.	Mostly key words used. Mostly necessary details and examples. Notes show a partial understanding of texts and information.	No clear use of key words. The texts have been copied/ or important information has been left out. Notes show a lack of understanding.
Bibliography			Set out correctly, all necessary details included. Arranged alphabetically. More than one source used.	Not set out correctly or arranged alphabetically. Only one source used.
Editing and presentation		The research is clearly presented with no mistakes. It has a cover page and everything is correctly labelled. The project is visually appealing and easy to read.	The research has some mistakes. An attempt has been made for a cover page. Most of the research is clear and well set out, but more effort could have been put in.	The research has lots of errors. No effort has gone into the cover page or there is no cover page. The research is incomplete. Needs much more effort.
Independent work			The learner worked very well in the pair. The signed agreement was kept: conflict was handled well; responsibilities were shared; time was well used in class and the learner did not disrupt others.	The learner did not work well in class. Conflict was not handled well; time was wasted in class; the learner disrupted others and did not share the responsibilities of the tasks.

ASSESSMENT RUBRIC TASK 6 Stage 2: Writing 30 marks

Writing Criteria	Level Descriptors				
	5	4	3	2	1
Follow process: Comic strip and paragraph	Thorough planning, drafting, editing and presenting. All stages show thoughtful changes and progress.	Good evidence of process. All stages are shown. Learner has used process to better improve their work.	Evidence of process. Some attempt at using the stages of planning, drafting and editing to improve writing.	Limited evidence of using process. Little attempt to use planning, drafting and editing to improve the final product.	Little or no evidence of the process.
Comic strip Visual	Learners have an excellent understanding of how a comic strip uses images to convey meaning. Facial expressions, body language and all visuals have been carefully thought out and well accomplished to help tell the story.	Learners have a good understanding of how a comic strip uses images to convey meaning. Facial expressions and body language have been well planned and well done.	Learners have an understanding of how a comic strip uses images to convey meaning. Learner has attempted to draw facial expressions and body language to help tell the story.	Learners have attempted to draw facial expressions and body language so that the images tell the story.	Learners have not put effort into the images.
Comic strip Verbal	Learner has put all characters' speech and thoughts in correct bubbles. The text in these bubbles is well chosen tell us more about the personality of the characters. Information is excellently placed to help join the frames.	Learner has put most of the characters' speech and thoughts in correct bubbles. The text in these bubbles tells us about the personality of the characters. Information is well placed to help join the frames.	Learner has put some of the characters' speech and thoughts in correct bubbles. Some of the text in these bubbles tell us more about the personality of the characters. There is some linking information to help join the frames.	Learner has tried to use thought and speech bubble but has not been successful. There is some linking information, but there are gaps between the frames.	Learners has not used thought or speech bubbles correctly. There is no linking information to join the frames.
Creative end Product: comic strip	The comic is visually appealing, well planned and well structured. The learner understands how to create a comic strip. Learner has used the structure to convey the characters and the message of the fable well. Much effort has gone into layout and design.	The comic is appealing, well planned and well structured. The learner understands how to create a comic strip. Learner has used the structure to convey the characters and the message of the fable well. Good effort has gone into layout and design.	There is attempt at creating a visually appealing comic strip. The learner has tried to put the important parts of the story in the frames. Learner has tried to use the structure to convey the characters and the message of the fable. Some effort has gone into layout and design.	The learner has tried to structure and design and comic strip but has not been too successful. Some of the important parts of the story are in the frames. Not much effort has gone into layout and design.	The learner has not understood how to use a comic strip to tell their fable. No effort has gone into layout and design.
Paragraph	Paragraph is well-structured. All sentences are on topic. Learner has thought about the moral and expressed very well why they have chosen that moral.	Paragraph is mostly well-structured. Most sentences are on the topic. Learner has thought about the moral and expressed why they have chosen that moral.	There has been some effort to structure the paragraph. Most sentences are on the topic. Learner has tried to express why they have chosen that moral.	There has been little effort to structure the paragraph. Not all sentences are on topic. Learner mentions the moral but has not thought about why this message is important.	This paragraph has not structure and has not answered the questions.
Editing and proof of editing	Ample proof of editing. Excellent edits made.	Ample proof of editing. Good edits made.	Some proof of editing. Average edits made.	Little proof of editing. Not all edits lead to improvements.	No proof of editing.

ASSESSMENT RUBRIC TASK 7 Stage 3: Oral Presentation 20 marks

Speaking Criteria	Level Descriptors				
	5	4	3	2	1
Structure: introduction of topic, research, poem/song and conclusion	Excellent structure; proper introduction and concluding greeting; good research done; choices well explained; well thought-through links between the comic strip and paragraph; thorough understanding of the genre.	Good structure; good introduction and concluding greetings; good research done; good connection between the comic strip and paragraph; solid understanding of the genre.	Tried to structure the presentation; tried to do have appropriate introduction and concluding greetings; average research done; average connection between the comic strip and paragraph. Some understanding of the genre.	Weak structure – not all components done; weak introduction and concluding greetings; some research done but not convincing; weak or no connection between the comic strip and paragraph.	Weak or no structure; greetings not done; limited or no research done; no connection between the comic strip and paragraph.
Delivery: pronunciation, articulation, and expression	Excellent pronunciation, articulation, voice projection and volume. Excellent expression in voice.	Good pronunciation, articulation and voice projection and volume. Good expression in voice.	Fair pronunciation, articulation, voice projection and volume. Fair expression in voice.	Some issues with pronunciation, articulation, voice projection and volume. An attempt to use expression in voice.	Many issues with pronunciation, articulation, voice projection and volume. No attempt to use expression in voice.
Appropriate body language: eye contact with audience, posture, gestures and facial expression	Excellent use of body language, gestures and facial expressions.	Good use of body language, gestures AND facial expressions.	Good use of body language, gestures OR facial expressions.	Some issues with use of body language, gestures and facial expressions.	Body language inappropriate for the presentation. Limited or no use of facial expressions.
Use of resources, visual cues and props	Very good use of poster and props to create excellent presentation.	Good use of poster and props to add to presentation.	Average use of resources to help presentation.	Unsatisfactory use of resources – poster or props used but did not add value to presentation.	Limited to no use of resources – no effort to use poster or props.