## **SSC Marking Scheme for Oral Presentations (see Appendix for an easy to use marking template)**

|  |  |  |
| --- | --- | --- |
| **Primary****Grade** | **Secondary****Band** | **Primary verbal descriptors for attainment of Intended Learning Outcomes** |
| A Excellent | A1A2**A3**A4A5 | **Introduction:** background explained very clearly at level appropriate for a general medical audience. Diagrams and images used in an appropriate manner to illustrate key points. No information missing or superfluous to needs for this presentation. Introduction supports aims.**Aims, methods, results, conclusions:** very clear aims, following excellent reasoning. Methods are entirely appropriate for aims, and very well explained. Results are presented very clearly, with appropriate statistical analysis. Results are interpreted perfectly, and conclusions are very clear.**Slide presentation:** Slides are very clear and succinct. No superfluous wording. Images and diagrams are used appropriately to illustrate key points.**Speaking style:** Speaks very clearly, at appropriate pace. Speaks to audience rather than slides. Does not read from a sheet or slides although may have some prompts.**Answering questions:** Demonstrates excellent further knowledge of topic, and excellent understanding of project, methods, and data interpretation. Thoughts of what next steps for project would be are excellent. |
| BVery good | B1**B2**B3 | **Introduction:** background explained clearly at level generally appropriate for a general medical audience. Diagrams and images mostly used in an appropriate manner to illustrate key points. Some trivial information missing or superfluous to needs for this presentation. Introduction largely supports aims.**Aims, methods, results, conclusions:** Clear aims, following very good reasoning. Methods are generally appropriate for aims, and well explained. Results are presented clearly, with generally appropriate statistical analysis. Results are interpreted very well, and conclusions are clear.**Slide presentation:** Slides are clear and succinct. Not much superfluous wording. Images and diagrams are generally used appropriately to illustrate key points.**Speaking style:** Speaks clearly, at generally appropriate pace. Speaks mostly to audience rather than slides. Does not read from a sheet, but may have read from slides occasionally.**Answering questions:** Demonstrates very good further knowledge of topic, and very good understanding of project, methods, and data interpretation. Thoughts of what next steps for project would be are very good. |
| CGood | C1**C2**C3 | **Introduction:** background explained well, at level generally appropriate for a general medical audience. Some of the diagrams and images used in an appropriate manner to illustrate key points. Some information missing or superfluous to needs for this presentation, but the important information is present. Introduction largely supports aims.**Aims, methods, results, conclusions:** Clear aims, with some reasoning. Methods are somewhat appropriate for aims, and explained to some extent. Results are presented in a correct manner, although not necessarily the most appropriate manner, with some statistical analysis, although some might be missing. Results are mostly well interpreted, although some minor conclusions might be missing or unclear.**Slide presentation:** Some, but not all, slides are clear and succinct, but may have superfluous wording. Images and diagrams are generally used appropriately to illustrate key points, but the purpose of some images may not be clear.**Speaking style:** Speaks mostly clearly, but the pace may be slightly slow or fast. Speaks mostly to slides rather than audience. May read from a script occasionally, or mostly from slides.**Answering questions:** Demonstrates some further knowledge of topic, and some understanding of project, methods, and data interpretation. Thoughts of what next steps for project would be are good. |
| DSatisfactory | D1**D2**D3 | **Introduction:** background explained although either too vague or too specific for a general medical audience. Diagrams and images used to illustrate key points, although they are not immediately clear. Some key information missing or superfluous to needs for this presentation. Introduction not always aligned with aims.**Aims, methods, results, conclusions:** Aims stated, but reasoning leading to them is missing. Methods are somewhat appropriate for aims, but not explained. Results are presented in a confusing manner, with very limited statistical analysis. Results are interpreted correctly, although one major conclusion might be missing or unclear, or one minor conclusion might be inaccurate.**Slide presentation:** Slides are generally lacking in clarity, but can be understood eventually. Slides may be very word-heavy and impossible to read in the time. Images and diagrams are not used where they could illustrate key points, or the purpose of images is unclear.**Speaking style:** Speaks clearly sometimes, but the pace may be significantly slow or fast. Reads entirely from script or does not look at audience.**Answering questions:** Demonstrates minimal further knowledge of topic, and minimal acceptable understanding of project, methods, and data interpretation. Has not thought of next steps for project. |
| EBorderline Fail | E1**E2**E3 | **Introduction:** Unclearbackground and level inappropriate for a general medical audience. Diagrams and images used inaccurately to illustrate key points, or not used when would have benefitted. Most of the key information is missing or inaccurate. Does not align with aims. **Aims, methods, results, conclusions:** Aims missing or unclear. Methods are not appropriate for aims, although attempt is made at justifying them. Results are presented in a confusing manner, with no statistical analysis. Important results are interpreted incorrectly, but some of the minor interpretations may be correct.**Slide presentation:** Slides are generally lacking in clarity, and some are not understandable. Slides may be very word-heavy and impossible to read in the time. Images and diagrams are never used where they could illustrate key points, or inappropriate images are used.**Speaking style:** Does not speak clearly, and pace is inappropriate. **Answering questions:** Demonstrates no significant further knowledge of topic, and no minimally acceptable understanding of project, methods, and data interpretation. Has not thought of next steps for project or thoughts demonstrate lack of understanding. |
| FClear fail | F1**F2**F3 | **Introduction:** Background unrelated to topic, or clearly aimed at level other than a general medical audience. Diagrams and images used very inaccurately to illustrate key points, or not used when would have clearly benefitted. All of the key information is missing or inaccurate. Does not align with, or contradicts aims. **Aims, methods, results, conclusions:** Aims missing or inaccurate. Methods are clearly not appropriate for aims, and no attempt is made at justifying them. Results are sparse, unclearly presented and without statistical analysis. Important results are missing or interpreted clearly incorrectly, with none of the minor interpretations being correct.**Slide presentation:** Slides are generally confusing and difficult to understand. Slides may be very word-heavy and impossible to read in the time. Images and diagrams are never used where they could illustrate key points, or inappropriate images are used.**Speaking style:** Does not speak clearly, and pace is inappropriate. May be rude or otherwise unprofessional in conduct. Clear lack of enthusiasm for topic.**nswering questions:** Demonstrates no significant knowledge of topic or project, methods, and data interpretation, even that presented. Answers incorrectly to a question. Thoughts on next steps for project are clearly unsatisfactory. |
| GFail | G1G2 | **Introduction:** Missing, extremely short or irrelevant. **Aims, methods, results, conclusions:** Missing, extremely short or irrelevant. Clearly not understood by student.**Slide presentation:** Slides are extremely difficult to understand or completely irrelevant.**Speaking style:** Very difficult to understand, shows no enthusiasm for topic at all. Unprofessional behaviour. **Answering questions:** Lack of ability to answer questions, or demonstrate understanding of topic/project. |
| HFail | H | Did not present |

**Appendix**

**SSC Marking Template/Guide for Oral Presentations**

Presenter…………………………..

Marker………………………………

Date………………………………... Time………………………………...

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  **Grade** **Secondary band****Score****Criteria** | AExcellent | BVery good | CGood | D Satisfactory | EWeak | FVery weak | GPoor | HVery poor | Scores |
| 1, 2, **3**, 4, 5 | 1, **2**, 3 | 1, **2**, 3 | 1, **2**, 3 | 1, **2**, 3 | 1, **2**, 3 | 1, 2 | 1 |
| 22, 21, **20**, 19, 18 | 17, **16**,15 | 14, 1**3**, 12 | 11, **10**, 9 | 8, **7**, 6 | 5, **4**, 3 | 2, 1 |  0 |
| Introduction | 19 |  |  |  |  |  |  |  | 19 |
| Aims, methods, results, conclusions |  | 16 |  |  |  |  |  |  | 16 |
| Slide presentation |  |  | 14 |  |  |  |  |  | 14 |
| Speaking style | 18 |  |  |  |  |  |  |  | 18 |
| Answering questions  |  |  |  | 11 |  |  |  |  | 11 |
| **Total** |  | 78 |
| **Average (total / 5)** |  | 15.6 |

Assign a score for each criterion: assign the middle score (in bold) unless you genuinely believe the student is borderline for that specific category. Each marker should provide an average score (figures in grey are an example). **It is important that the scores awarded by different markers be discussed at the conclusion of the session to agree on the overall score for each student.** This overall score is then converted to a grade and secondary band as shown below and this final grade submitted on line.

22 - 18 = A1-A5; 17 - 15 = B1-B3; 14 - 12 = C1-C3; 11 - 9 = D1-D3, 8 - 6 = E1-E3.