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| Presentation Project: January – April 2015  Progression of Success Criteria – Early toward third level | | | | | | |
| **Preparation** | I can work with a partner to make a poster.  I can draw a picture of each season with my partner. | I can design and make a model lighthouse with a partner.  I can write some information about the importance of lighthouses, to use in my presentation. | I can create detailed drawings, diagrams and models to explore my idea.  I can follow the same process that famous inventors past and present follow. | I can use a structured framework to gather relevant information from different sources.  I can use the relevant information to design a poster and power-point. | I can make questions to help me focus on what information I need to gather.  I can use different sources to gather relevant information for the task.  I can begin to build an awareness of reliable sources.  I can use the main information gathered to make a clear and interesting power-point. | I can form detailed biographical questions under subsections for researching.  I can gather relevant and interesting information by applying my note-taking and skimming and scanning skills.  I can begin to check that my sources are reliable by considering the author and publication details.  I can organise my information so that my presentation flows in a chronological order.  I can develop a creative and original way to share my learning through presentation. |
| **Delivery** | I can look at my audience when presenting.  I can begin to use a clear voice when talking to an audience.  I can say a lot of different things about my poster. | I can speak clearly to my audience/I can speak in a clear voice that my audience can hear.  I can look between my audience and my model (and answer some questions).  I can use my model during my presentation to give more information. | I can speak in a clear voice and begin to use expression to keep my audience interested.  I can make some eye contact with my audience and involve them by asking them questions at the end.  I can use my model to present information in a structured way. | I can speak clearly and confidently using some expression.  I can maintain eye contact with my audience and involve them by asking them questions at the end.  I can share the information that I found in my own words. | I can use a clear, confident and expressive voice.  I can make eye contact and interact and engage with the audience during my presentation.  I can use language which is clear and easily understood by my audience (younger children). | I can vary the tone and volume of my voice for effect and ensure clarity throughout.  I can involve and engage my audience throughout my presentation using various strategies.  I can use vocabulary that is suitable for my subject and my audience, defining any more challenging words if necessary. |