Student checklist for discussion task

Student name: Date:

| Expected quality | Indicators of student performance |
| --- | --- |
|  | High | Medium | Low |
| **Relevant and detailed content organised to support both sides of the argument** | I provided clear information on both sides of the argument on my chosen topic. 🞎 | I provided some information on both sides of the argument on my chosen topic. 🞎 | I provided information on one side only. 🞎 |
|  | I supported each side of the argument with appropriately selected and highly relevant factual information. 🞎 | I supported each side of the argument with some relevant factual information. 🞎 | I supported one side only with some information. 🞎 |
| **Structure and organisation** | I demonstrated logic, coherence and controlled development of ideas. 🞎 | I demonstrated logic and controlled development of ideas to some extent. 🞎 | My discussion had a number of ideas. 🞎 |
|  | I used a highly engaging introduction and highly effective conclusion. 🞎 | I had a clear and consistent introduction and conclusion. 🞎 | I had an introduction and/or conclusion. 🞎 |
| **Style appropriate for intended audience and purpose** | I consistently employed language styles appropriate to discussions eg formal and persuasive language, in an effective manner, and for the intended audience and purpose. 🞎 | I employed some language styles appropriate to discussions and the intended audience and purpose, but I did not do so consistently. 🞎 | I used one of the language styles appropriate to expositions. 🞎 |
| **Control of written language** | I used effective vocabulary, and accurate and persuasive language. 🞎 | My choice of vocabulary was generally effective, and I used accurate language. 🞎 | I occasionally used accurate language, including spelling and punctuation. 🞎 |
|  | I used accurate paragraphing, spelling and punctuation. 🞎 | My spelling and punctuation was generally accurate. 🞎 |  |

Comments: