



وزارة التعليم

Student Assessment Handbook
Bilingual Private Schools
Economics
Grades (11&12)



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Introduction

Assessment is an essential component of the educational process, acting as a fundamental tool to evaluate the effectiveness of instructional strategies and to guarantee the achievement of educational objectives. It provides valuable insights into the strengths and areas requiring improvement within the educational framework, thereby enabling continuous enhancement and sustainable development of the learning experience.

This document serves as a comprehensive guide for implementing continuous assessment (CA) for grades 11 and 12. It offers a concise theoretical overview of continuous assessment, and describes how each CA tool can be administered to effectively measure and monitor students' achievement in Economics. It also provides details about the format and specifications of final exam.

By adhering to the guidelines outlined in this document, teachers will be equipped to enhance their assessment practices, thereby supporting student development and achieving educational goals more effectively.

Future Skill Assessment

In today's rapidly evolving world, equipping students with future skills is critical for their success in education, life, and the job market. These skills, including adaptability, effective communication, technological proficiency, critical thinking, and problem solving, are vital for navigating constant change.

The National Framework for Future Skills emphasizes the need to embed these key skills into education. This requires creating an assessment system that can precisely measure students' skill acquisition through specific assessment tools with clear indicators alongside the use of E-assessment for accurate and effective measurement.

The framework categorizes these skills into three main areas:

- Core Skills: Reading and writing in Arabic and English, and numeracy.
- Applied Skills: Creativity, innovation, critical thinking, problem-solving, effective communication, teamwork, leadership, initiative, flexibility, and adaptability.
- Technical Skills: Information and communication technology, data handling, and media literacy.

To ensure students truly acquire these skills, some are implicitly embedded into existing assessment tools, while others are explicitly highlighted in student learning assessment documents across subjects. This unified approach fosters among teachers and promotes a shared understanding among all stakeholders. By building clear indicators within continuous assessment tools, educators can identify student strengths and areas for development, ultimately enhancing their abilities.

Electronic Assessment

Effective E-assessment plays a pivotal role in improving educational quality and student outcomes. Educators, supervisors, and assessment specialists utilize digital tools, software, and diverse learning materials to collect and analyze student responses. This allows for data-driven, objective judgments about academic achievement using both quantitative and qualitative insights.

It is essential to implement student learning assessments electronically through approved platforms, in accordance with the summative assessment standards outlined in the official document. While some tools, such as quizzes, may be administered electronically (depending on school resources) or in print, others like homework and projects can be completed remotely. If electronic submission is not possible, students can submit paper copies to their teachers.

Important Terms

Continuous Assessment

The process of assessing students' performance by the teacher on an ongoing basis throughout the subject, using a variety of assessment tools. Its purpose is to monitor and support students' learning and to provide a fair and comprehensive representation of their achievement. Continuous assessment covers a wide range of activities depending on the assessment purpose, which may be formative or summative.

Formative Assessment

The process of assessing student's learning during instruction, typically by providing continuous feedback. It's intended to help students and teachers adjust strategies in real-time. Thereby enhancing students' attainment of learning goals.

Summative Assessment

The process of evaluating, measuring, and reporting student's learning at the end of a semester or year. Its primary function is to document students' knowledge and skills, typically by awarding grades and marks, and communicating these results to parents and the ministry.

Assessment Objectives

When achieving learning goals and objectives in economics, students will be able to meet assessment goals, which can be categorized into three groups: knowledge and understanding (AO1), application (AO2), and reasoning (AO3). These objectives represent the fundamental skills that students are expected to acquire through studying the course and serve as the basis for assessing students' performance in economics.

AO1: Knowledge and Understanding

Reflects student's ability to recall, recognize, and comprehend information and facts. This objective focuses on a student's capacity to demonstrate his knowledge of key concepts, facts, theories, and principles related to economics. It also involves understanding the meaning and significance of this information, being able to explain it clearly, and showing awareness of how it fits into broader contexts.

AO1 Command Words

	Definition
Define	To state the precise meaning of an idea or concept.
Describe	To state the points of a topic / give characteristics and main features. No need includes a justification or explanation.
Outline	To indicate the main features, or key parts of the specified concept or issue. An exhaustive description is not required. What is sought is a summary of the major aspects of whatever is required.
State	To express in clear terms.
Give	To provide brief, short, factual answers. Normally a single word, phrase or sentence will be sufficient.
List	Enumerate the points through a single word or sentence.
Identify	To give reference to an item, which could be its name or title. Normally a word or phrase will be sufficient.
Classify	Group a set of concepts, terms, facts, or place on a scale.
Name	To recall of a word or set of words by which someone or something is known.
Distinguish	To recognize the difference between two or more concepts, and make comparisons between concepts, terms, arguments, or theories.

AO2: Application

Represents student's ability to apply knowledge and understanding of economics concepts, terms and theories on real problems and issues in a variety of familiar and/or unfamiliar economic situations and contexts. It requires transferring what they know to different scenarios, demonstrating their ability to think critically and creatively within the subject area which can be shown in one of the following ways:

1. Application questions based on Case Studies:

When questions are based on case studies, the skill of application can be shown by making a direct and relevant reference to the context in the case study, the data provided about this context, or the economic decisions, challenges, or issues faced within the case study scenario.

2. Application questions NOT based on Case Studies:

In these questions, there is no detailed economic context for students to read or incorporate into their answer. Application is therefore shown by either:

- **Using the economic context provided in the question** and then explaining the issue in the context of this situation.
Example: Explain one possible effect on consumers of an increase in the price of electricity.
- **Making clear reference to any context that the student selects** in their answer, when there is no specific context referred to in the question.
Example: Explain one possible impact on a country of your choice of introducing a minimum wage.

AO2 Command Words

	Definition
Compare/Contrast	To explore similarities and differences between two or more factors.
Explain	To set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Interpret	To interpret relevant textual, tabular, or graphical information considering studies concepts and principles.
Draw/Sketch	To make a simple freehand drawing showing the key features, taking care over proportions.
Demonstrate	To show clearly and effectively by providing evidence or practical examples, illustrating the application, or understanding of a concept, principle, or skill.
Design	Set out how something will be done.
Prepare	To draft or produce a document, statement or procedure.
Illustrate	To demonstrate understanding of the issues or concepts using relevant examples or diagrams.
Show	To use illustrations or examples to make clear what must be done to produce a result or outcome.

AO3: Reasoning

Involves breaking down complex information into its component parts, examining relationships, patterns, and trends, and making informed judgments. This objective requires students to critically analyze economics concepts, data, problems, or situations, for example:

- Understanding and explaining possible causes of economics decision or action.
- Understanding and explaining possible impacts/consequences economics decision or action.
- Distinguishing between factual evidence and opinion or value judgment.
- Drawing valid inferences and making valid generalizations.

Reasoning also includes using Critical Thinking' to evaluate evidence, make reasoned judgments, present substantiated conclusions or recommend actions for implementation. Students are expected to demonstrate that they have 'weighed' or questioned the evidence presented. This may be achieved by, for example:

- Assessing the relative significance or relevance of benefits/drawbacks to a particular decision or event.
- Recognising the difference between short-term & long-term impacts/consequences.
- Identifying the relative significance of events, actions, decisions or evidence.
- Evaluating the relative significance of the causes and/or effects.

Important note:

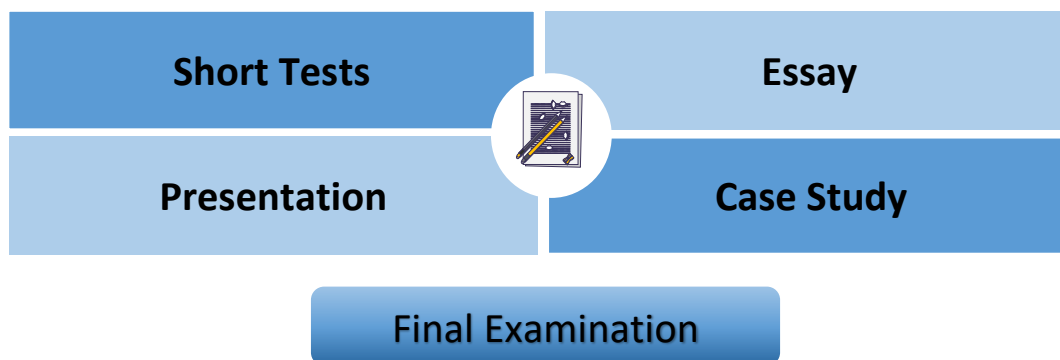
- **Application** requires knowledge and understanding,
- **Analysis** requires knowledge and application,
- **Evaluation** requires knowledge, application, and analysis.

A03 Command Words

	Definition
Analyze	To break down a subject or concept into its component parts to understand its structure, meaning, and relationships. This involves examining details, identifying key elements, and understanding how these elements interact, and exploring the cause and effect relationship.
Discuss	To explore and present various aspects of a topic, including strengths, weaknesses, causes, and impacts. This involves presenting arguments from multiple perspectives and reaching a reasoned conclusion.
Comment	To provide a thoughtful, informed opinion or interpretation based on the given information. This involves reflecting on and explaining the significance or implications of the information.
Justify	To provide valid reasons and evidence to support a particular decision, argument, or viewpoint. This involves explaining why something is reasonable or appropriate.
Summarize	To provide a brief and accurate overview of the main points or key issues from a larger body of information. This involves distilling complex information into a concise form.
Evaluate	To assess the quality, effectiveness, or value of something based on criteria or evidence. This involves making judgments about the worth or impact of the subject matter.
Suggest	To propose possible solutions, ideas, or courses of action based on available information. This involves applying knowledge to offer recommendations or alternatives.
Predict	To make an informed guess or forecast about future events or outcomes based on current evidence or trends.
Assess	To make a reasoned judgment about the value, quality, or significance of something, often based on a thorough evaluation of evidence or criteria.
Recommend	To provide suggestions or advice on what should be done, based on the analysis of information and evidence.
Advice	To offer guidance or suggestions on the best course of action based on the given information. This is often similar to making recommendations but may be more focused on providing practical advice.
Examine	To thoroughly investigate or review theories, procedures, or definitions to understand them fully and draw conclusions or make recommendations.

Assessment Tools

- The following diagram represents the continuous assessment tools that are used to assess students' performance in economics:



- **Each semester is subject to 60% Continuous Assessment administered throughout the semester and 40% Final Examination.**
- Student achievement is graded by awarding marks, a maximum of 100 marks is recorded at the end of each semester. The table below provides an overview of the assessment for this subject per semester.

Assessment	No. per semester	Total marks	Weight	Total Weight
Short Tests (STs)	2	20	20%	60%
Essay	1	15	15%	
Presentation	1	10	10%	
Case Study	1	15	15%	
Final Exam	1	40	40%	40%

Designing an Effective CA Activity

When designing Continuous Assessment Activities (CAA), teachers have the flexibility to create assessment tasks for their students, however, it is essential to adhere to the following guidelines:



1

Alignment with Assessment Objectives: Each activity must enable students to address the specified assessment objectives and clearly identify which assessment objectives are being assessed (Knowledge, Analysis, Application, or Evaluation).

2

Written Response Requirement: Each activity must require a written response from the student. Oral responses alone are not acceptable as a standalone form of assessment.

3

A clear deadline must be set for task completion: submissions after the deadline should not be accepted unless there are exceptions approved by the teacher. Deadlines should allow all students sufficient time to complete the tasks.

4

Complexity and Reflecting Thinking Skills: The complexity of the activity, and the level of thinking skills required, should align with the intended learning outcomes and assessment objectives. Assessment activities should be designed to accurately reflect the specific objectives it is intended to measure.

Description of CA Tools

Short Tests

The following guidelines must be followed when conducting short tests:

- **TWO** short tests **MUST** be administered; each carrying a weight of 10 marks.
- Each short test **Must** include two parts: Multiple-choice and Extended Response items.
- Short tests must be completed individually by students and not in groups.
- They **MUST** not be conducted as open-book activities; students should not have access to notes or textbooks.
- Teacher supervision is **MANDATORY** during the test to ensure fairness and maintain assessment integrity.
- Short tests must be designed to assess all three assessment objectives: Knowledge, Application, and Reasoning. This ensures a comprehensive assessment of students' understanding and skills in various aspects of the subject matter.
- It is **MANDATORY** that the student's portfolio includes completed short test paper along with the assigned mark, serving as evidence for moderation purposes.

Feedback on Short Tests:

To provide timely feedback before the summative continuous assessment, teachers may administer mock assessments as a formative learning activity to monitor students' progress and provide constructive feedback. Mock assessments may be conducted through whole-class activities or practice tests. However, the questions used in mock assessments must not be identical to those used in the summative continuous assessment.

Short Tests Specifications (Grades 11 and 12)

Item's Types:

Items' Type		Percentage	No. of items	Marks
1	Multiple Choice	20%	2	2
2	Short Response	40%	2 to 4	4
	Long Response	40%	1	4
Total		100%	5 to 7	10

Time: 45 minutes
Teachers must prepare a clear marking scheme for each test where the learning outcome, AO and the marks are specified for each item.

AO Requirements:

AO	AO1	AO2	AO3	Total
Weight	35 %	45%	20%	100%
Marks	3	5	2	10

Item's Classification:

Multiple Choice Items	- Each item is worth one mark only and measures a single learning objective. - Each item addresses one assessment objective only. - It consists of a clear and direct stem with four options (one correct answer and three distractors). - Options should be: - similar in length and style. - logical and plausible. - appealing and within the same topic. - Typically assess Remembering, Understanding, and direct Application skills. - Avoid using options like “All of the above”, “A and B”, or “None of the above”.
Short Answer Items	- Each item is worth one to three marks. - Measures one or more learning objectives. - May address one or more assessment objectives. - Response types may include: - A single word, sentence, or number. - Fill-in-the-blank. - True/False or Yes/No (with or without justification). - Sequencing. - Matching. - Adding information to a diagram or table.
Long answer Items	- Each item is worth Four to six marks. - Measures one or more learning objectives. - May address one or more assessment objectives. - Typically addresses real-life or applied situations or problems requiring the use of concepts and knowledge in context. - Requires the student to provide a relatively extended written response that demonstrates depth of understanding and analysis of the idea or topic, such as explaining, clarifying, or interpreting the information—not merely recalling it. - Preferably use command words such as: Explain, Evaluate, Discuss, Analyze, Suggest. - Provide sufficient space for writing to indicate the expected length of the response.

Description of CA Tools (Continued)

Essay

The Essay Tool is a written assessment conducted outside the classroom, requiring students to research, analyse, and discuss an economic concept, issue, or case in depth. It allows them to demonstrate their understanding of economic theory, apply knowledge to real contexts, engage in critical analysis, and develop communication skills through a structured piece of extended writing. The task provides students sufficient time for research, organization of arguments, and proper referencing of relevant sources. Each semester, students are required to complete one essay. The essay is worth 15 marks, and its accompanying presentation is worth 5 marks. Both components must be completed individually.

Suggested essay titles are provided in the table below; however, teachers may also select other suitable tasks or titles as appropriate.:

Units	Grade	Semester	Essay Idea
Basic Economic ideas and resource allocation	11	1	Which economic system is most suitable for a developing country?
Price system and the microeconomic			How does the price mechanism allocate resources efficiently in a market economy?
Government microeconomic intervention		2	To what extent should governments intervene in markets to correct market failure and reduce income inequality?
Introduction to macroeconomy			How does unemployment affect individuals and the wider economy?
Government Macroeconomics Intervention	12	1	Which macroeconomic policy is most effective in achieving economic stability?
The macroeconomy			Should governments always prioritize economic growth?
International Economic Issues		2	Should countries protect domestic industries or promote free trade?

Description of CA Tools (Continued)

Essay (Continued)

The following guidelines should be adhered to when implementing the essay tool:

- The essay topic must be directly relevant to the economics curriculum and clearly connected to the content studied.
- Students must be provided with clear instructions regarding length (e.g., 1,000–1,500 words), formatting, and referencing requirements.
- A submission deadline must be set and communicated in advance; late submissions will be penalized in line with the assessment policy.
- Students should be encouraged to integrate both theoretical knowledge and real-world examples into their essays.
- Essay must demonstrate structured argumentation, including an introduction, body paragraphs supported with evidence, and a conclusion.
- Independent research is required; plagiarism or excessive copying will result in penalties according to the academic honesty policy.
- Students **MUST** cite external sources of information – clearly indicating where they have incorporated the work of others through in-text citations. These must be accompanied by a full reference list, including author/source, title, publisher, and year of publication Teachers must provide the assessment rubric in advance to clarify expectations regarding content, application, analysis, and presentation.
- Constructive written feedback should be given, highlighting strengths as well as areas for improvement in content knowledge, argumentation, and style.
- It is **mandatory** that the student portfolio includes the assessment rubric used to evaluate the essay, along with the assigned mark. In addition, the portfolio must contain a written copy of both the essay and its accompanying presentation (e.g., a printed PowerPoint, Google Slides, or similar). This written submission serves as evidence of the student’s work and will be submitted for moderation purposes.

Description of CA Tools (Continued)

Presentation

The presentation Tool is an assessment method which students prepare and deliver a structured oral presentation supported by visual aids (e.g., PowerPoint, Prezi, Google Slides). It evaluates students' ability to research, organize, communicate, and apply business knowledge clearly and professionally.

The Presentation Tool carries 10 marks and is conducted once per semester. It may be integrated with the essay Tool, allowing students to present the outcomes of their completed task, or it may be implemented as an independent assessment task. In either case, the presentation must be directly aligned with the studied content and the intended learning outcomes.

The following guidelines should be adhered to when implementing the presentation tool:

- Teachers should provide presentation topics or themes aligned with current units of study.
- A clear schedule for presentations must be established in advance. Failure to present at the assigned time will affect the student's mark in accordance with the assessment policy.
- Presentations must follow a structured format (introduction, analysis, conclusion, and Q&A session).
- Students are required to use appropriate visual aids (e.g., slides, charts, graphs) to effectively support their ideas. Teachers must provide constructive feedback after each presentation, addressing both strengths and areas for improvement.
- Presentations should be delivered professionally, reflecting real business contexts by using formal language, confident delivery, and effective time management. Assessment must be guided by a rubric covering content accuracy, contextual application, analytical depth, delivery, and use of visual aids.
- Students **MUST** cite external sources of information – clearly indicating where they have incorporated the work of others through in-text citations. These must be accompanied by a full reference list, including author/source, title, publisher, and year of publication.
- It is **MANDATORY** for the student portfolio to include the assessment rubric that was used to evaluate the student's presentation, along with the assigned mark. The portfolio also must contain a written version of the presentation, created using tools like PowerPoint, Google Slides, Apple Keynote, or any other appropriate platform. This written submission serves as evidence of the student's work and will be provided for moderation purposes.

Description of CA Tools (Continued)

Case Study

The Case Study is a continuous assessment tool designed to evaluate students' understanding and application of business concepts covered within the unit. This assessment engages students with a detailed and relevant scenario providing a comprehensive measure of their ability to apply knowledge in practical situations. The Case Study is worth 15 marks and is administered once per semester.

To design an effective case study activity, follow the following guideline:

- The scenario must be well- structured, offering a realistic and relevant business situation that aligns with the unit content.
- Language should be clear and accessible, appropriate for the students' level of understanding.
- The Case Study should be at least one page in length and must not exceed 1500 words.
- The Case Study must include (3 to 6) items that addresses all three assessment objectives:
 - Knowledge: Assessing students' recall and understanding of the business concepts discussed in the unit.
 - Application: Requiring students to apply business theories and principles to the scenario.
 - Reasoning: challenging students to analyze the scenario, make reasoned judgments, and provide well-supported conclusions.
- Students may complete the Case Study either in class or at home, depending on logistical arrangements and instructional preferences.
- A clear deadline for submission must be set. Late submissions will result in a reduced mark, in line with the assessment policy.
- Students are required to submit their completed Case Study by the designated deadline.
- Teachers must provide feedback highlighting both strengths and areas for improvement. The Case Study should be reviewed and discussed in class to deepen understanding and address any recurring issues or misconceptions.

Feedback on CAAs

Providing effective feedback is one of the most effective methods of helping students improve their marks. It is essential as part of the learning process that students receive feedback on both areas they are performing well in and in areas they need to improve.

Ongoing feedback should be provided as students work on the summative assessment activity. This type of feedback requires teachers to exercise their professional judgment, guiding students towards identifying areas for improvement without simply providing the information they need to boost their grades.

To achieve this, teachers can employ questioning strategies that encourage students to reflect on their work and discover where important information may be missing or incorrect. By engaging students in this process, they are equipped with the necessary knowledge and skills to take responsibility for their learning and make necessary adjustments.

Re-submission of CAAs

The re-submission or re-sitting of continuous assessment activities should generally **NOT** be permitted for students. This ensures consistency and fairness of the assessment process. However, in exceptional circumstances, such as prolonged authorized absence or significant medical conditions, students may be granted the opportunity to re-submit activities, subject to the approval of the teacher. It is important to note that re-submission or re-sitting should not be allowed solely for the purpose of raising grades unless valid exceptional circumstances apply. This policy ensures the integrity of the assessment process and ensures that grades reflect the students' genuine performance and understanding.

Students' Portfolio

Teachers are required to maintain a comprehensive portfolio for each student, containing all assessments undertaken throughout the semester. It is very important that this portfolio is diligently compiled and maintained, ensuring that the included work is original and not copies. The primary objective of the portfolio is to facilitate the moderation process, thereby ensuring the integrity, reliability and quality of the marking and grading procedures. To achieve this, every Continuous Assessment Activity (CAA) must be accompanied by a front page clearly indicating the awarded mark. Moreover, the portfolio should contain the students' cumulative assessment record, meticulously documenting all assessment activities within the portfolio, along with their respective marks, as well as the final computation of the cumulative marks awarded to the student.

Moderation (Grade 12)

Moderation refers to the process of ensuring that continuous assessment tools are applied correctly and that the marks awarded to students are credible, based on the technical standards and specifications outlined in the student learning assessment documents.

Students' grades and academic work in grade 12 will be moderated by MOE staff at the end of each semester. Teachers should prepare students' portfolios and keep recording and documenting students' achievement in CAAs in the portfolio as described in the previous section.

***Important note:** To maintain consistency in grading, teachers are expected to exercise their professional judgment when assessing both continuous assessments and examinations.*

Final Examination (Grade 11 and 12)

Examination Format

- One final exam will be prepared at the end of each semester; this exam carries a weighting of 40 marks of the assessment for each semester.
- Grade 12 final exam is to be prepared **CENTRALLY** at the Directorate General of Educational Evaluation DGEE.
- Teachers are responsible for preparing the exam paper based on the unit content and Learning outcomes for grade 11.
- The duration of the final exam for grades 11 and 12 is 2 hours.

Question Types

Items' Type		Percentage	Marks
1	Multiple Choice	20%	8
2	Short Response	55%	22
3	Long Response	25%	10
Total		100%	40

- Each Multiple-Choice item MUST worth 1 mark only.
- For short answer items, the number of marks per item MUST be from 1 to 3 marks only.
- For extended response Items, the number of marks per item MUST be from 4 to 6 marks only.

AO Requirements

AO	AO1	AO2	AO3	Total
Weight	35 %	45%	20%	100%
Marks	14	18	8	40

Final Exam Specifications (Grade 11)

First Semester:

Unit 1: Basic economic ideas and resource allocation

Unit 2: Price system and the microeconomy

Unit	Weights	Multiple Choice		Extended Response				Assessment Objective			Total
				Short Answer		Long Answer					
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 35%	AO2 45%	AO3 20%	
Basic economic ideas and resource allocation	45%	4	4	8-14	9	2	5	6	8	4	18
Price system and the microeconomy	55%	4	4		13		5	8	10	4	22
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Second Semester:

Unit 3: Government microeconomic intervention

Unit 4: Introduction to macroeconomy

Topic	Weights	Multiple Choice		Extended Response				Assessment Objective			Total
				Short Answer		Long Answer					
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 35%	AO2 45%	AO3 20%	
Government microeconomic intervention	20%	2	2	8-14	6	2	-	3	3	2	8
Introduction to macroeconomy	80%	6	6		16		10	11	15	6	32
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Final Exam Specifications (Grade 12)

Unit 5: The macroeconomy

Unit 6: Government macroeconomic intervention

Topic	Weights	Multiple Choice		Extended Response				Assessment Objectives			Total
				Short Answer		Long Answer					
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 35%	AO2 45%	AO3 20%	
The macroeconomy	56%	4	4	8-14	13	2	5	8	10	4	22
Government macroeconomic intervention	44%	4	4		9		5	6	8	4	18
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Second Semester

Unit 7: International Economic Issues

Topic	Weights	Multiple Choice		Extended Response				Assessment Objectives			Total
				Short Answer		Long Answer					
		No. of Items	Mark	No. of Items	Mark	No. of Items	Mark	AO1 35%	AO2 45%	AO3 20%	
International Economic Issues	100%	8	8	8-14	22	2	10	14	18	8	40
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Teachers are encouraged to utilize a spreadsheet that has been prepared in this prescribed format.

Evaluation Form of Student Performance - Economics- (Grades 11-12) – Academic Year 2026/2027

School Name:.....	Grade:/.....	Semester :
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[illegible]

Appendix (1)

Suggested Presentation Assessment Form

The purpose of this form is to enable teachers to assess student presentations and provide feedback to students. This document enables teachers to assess both the presentation content and the research behind it as well as the presentation techniques and capability.

Student Name(s):

Assessment Title/Reference:.....Date Issued:.....

Assessment Deadline:.....

Presentation Delivery	
Attributes	Feedback
Introduction	
Organisation	
Delivery Style	
Slide Clarity	
Confidence	
Summary	
Questions	

Additional Feedback or Comments

Mark	/10
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Teacher's Signature:

Date:

The End of the Handbook

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