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| Name: | Areas:  |
| Assessment Task—**Cheese industry study**—**Oral presentation**  |
| ExpectationsConduct a market study to establish a business opportunity, at school or in the francophone community, which could provide a realistic business experience.Describe various methods to collect data in order to reach target markets (phone survey, online survey, distributing a questionnaire, etc.) and establish the need for a product, service or event Assess (ex. by using the SWOT [Strengths, Weaknesses, Opportunities, Threats] model) possible competition for the new product, service or event Analyze business opportunities to establish their feasibility (demand, competition, profitability)Predict the conditions that may lead to the business plan being revised |
| **Categories** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding**  |
| *(KU2) Understanding of content* * Information is sufficient (10 min presentation + question period)
* Information is relevant (on topic with no useless information)
 | Demonstrates limited understanding of content | Demonstrates some understanding of content | Demonstrates considerable understanding of content | Demonstrates thorough understanding of content |
| **Thinking** |
| *(T1)* ***Use of planning skills**** Describing the problem
	+ what
	+ who
	+ why
 | Uses planning skills with limited effectiveness | Uses planning skills with some effectiveness | Uses planning skills with considerable effectiveness | Uses planning skills with a high degree of effectiveness |
| *(T2)* ***Use of processing skills**** Analysis of presented solution
 | Uses processing skills with limited effectiveness | Uses processing skills with some effectiveness | Uses processing skills with considerable effectiveness | Uses processing skills with a high degree of effectiveness |
| *(T3)* ***Use of critical/creative thinking processes*** * Final choice is based on success indicators (why the solution will succeed) (conclusion)
* Presentation of the impact your solution could have on the company’s development (conclusion)
 | Uses critical/creative thinking processes with limited logic | Uses critical/creative thinking processes with some logic | Uses critical/creative thinking processes with considerable logic | Uses critical/creative thinking processes with a high degree of logic |
| **Communication** |
| (OC1) ***Expression and organization of ideas and information**** Presentation is clear and easy to read
* Respects the order of the slides
 | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness |
| (OC2) ***Communication for different audiences and purposes*** * Colours, calligraphy, special characters and shapes are used to facilitate understanding
* Uses the oral communication process:
* gestures
* volume
* intonation
* visual contact
* expression
* fluidity
* flow
* articulation
 | Communicates for different audiences and purposes with limited effectiveness | Communicates for different audiences and purposes with some effectiveness | Communicates for different audiences and purposes with considerable effectiveness | Communicates for different audiences and purposes with a high degree of effectiveness |
| ***(OC3) Use of conventions**** Use of proofreading tools (Antidote)
 | Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | Uses conventions, vocabulary, and terminology of the discipline with some effectiveness | Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| **Application** |
| *(A2)* ***Transfer of knowledge and skills**** Presentation of the top three ideas (one per student)
* Relevant SWOT analysis for selected product
 | Transfers knowledge and skills to new contexts with limited effectiveness | Transfers knowledge and skills to new contexts with some effectiveness | Transfers knowledge and skills to new contexts with considerable effectiveness | Transfers knowledge and skills to new contexts with a high degree of effectiveness |
| *(A3)* ***Making connections within and between various contexts**** Presentation of the final product
* Establish a connection between the characteristics of the selected company and the product presented
 | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness |