

The “redline” penalization criteria will be cause for failure of the task (students will be given 0 points for the *entire* task).

Summary and Response Essay Assessment Criteria

		Expectations		Penalizations	
Task	Basic requirements	The essay provides a summary of an English source and the student’s response to that source; the text is within the word limits (400-450 words)	2	No English source is used, no response is offered; the essay is too short or too long	1 0
	Summary of the source	Covers both the main points of the source as well as key details important to the student’s reaction; the source is clearly attributed both in the essay’s body and in the bibliography	2	The text oversimplifies, misrepresents the source or leaves out key information in the source needed to understand the student’s response; the source is not attributed clearly	1 0
	Reaction / argumentation	Includes at least two distinct, debatable claims about the source; the difference between the source author’s and the student’s viewpoints is clear	2	Only statements of fact, no debatable claims, are given; the difference between the source author’s and the student’s viewpoints is unclear	1 0
	Evidence / support	Each claim/point is supported with vivid, specific reasons and examples, and, if necessary, reference to the source	2	The claims/points are not supported with sufficient examples, reasoning, or references	1 0
Organization	Logical visual structure	The essay has a different title than the source text, suggesting the student’s approach to the discussed issue; the essay is divided into paragraphs, with one main claim/point per paragraph	2	There is no title or the title is the same as that of the source text; there are no paragraph divisions, or the paragraphs include too many different points	1 0
	Introduction / conclusion	The opening introduces the topic or main question, names the source, suggests how the student will react to the source, and makes the reader want to read further; the closing connects the argument to some “next step” for thinking about or acting on the issue	2	The reader is dropped into the body content with no introduction; the conclusion simply repeats the body content without offering a next step or new perspective	1 0
	Coherence / cohesion	The essay is easy to follow for an intelligent general audience; a variety of transition phrases and strategies are used	2	There are confusing jumps in logic; there is a lack of variety in transition phrases or strategies	1 0
Language	Grammar range and accuracy	Compound and complex sentences are used; the grammatical forms are correct; the syntax is natural	3	There are no compound or complex sentences; there are mistakes that impede understanding; the syntax is unnatural	2 1 0
	Vocabulary range / register and accuracy	Specific terms and professional vocabulary are used, word choice is correct and precise; there is no unnecessary repetition	2	There are vague, obscure, or slang words, word choice is confusing or misleading; there is obtrusive repetition	1 0
	Spelling	The text has been proofread and spell-checked	1	There are obtrusive spelling mistakes	0
TOTAL			20		

Abstract Assessment Criteria

		Expectations		Penalizations	
Task	Genre	The abstract provides a succinct description of the problem / question / issue being addressed, a clear picture of what contribution the student will make, and a sense of the purpose and relevance of the student's presentation	1	There is only a summary of the topic, without adequate reference to the substance of the presentation itself or to the relevance or purpose of the presentation	0
	Word limit	170 - 220 words, zero tolerance	1	Too short or too long	0
	Contribution	The abstract reflects thoughtful analysis of the sources used for the presentation, and shows what kind of critique / engagement with these sources the student will offer in the presentation	1	Information from sources is taken for granted and presented without any additional critique or engagement from the student	0
	Presentation correspondence	The contents of the abstract and the contents of the presentation correspond to each other	1	The abstract promises something that is not discussed in the presentation	0
Organization	Title	The title should be the same as the presentation title (<i>see the presentation criteria</i>)	1	There is no title, or the title doesn't convey the topic and purpose of the presentation	0
	Opening	The opening introduces the main problem/question/issue in a way that makes the reader see its relevance and interest	1	The reader is dropped into the content with no introduction; there is not enough context for the reader to understand the issue	0
	Closing	The closing relates the content of the presentation to a further purpose or interest	1	The text ends abruptly with no consideration of the audience's needs or interests	0
	Coherence / cohesion	The abstract is easy to follow for an intelligent general audience; a variety of transition phrases and strategies are used	1	There are confusing jumps in logic; there is a lack of variety in transition phrases or strategies	0
Language	Vocabulary range / register / accuracy	Specific terms and professional vocabulary are used; there is no unnecessary repetition; word choice is correct; the text has been proofread and spell-checked	1	There are vague, obscure, or slang words; there is obtrusive repetition; word choice is confusing or misleading; there are obtrusive spelling mistakes	0
	Grammar range / accuracy	Compound and complex sentences are used; grammatical forms are correct; the syntax is natural	1	There are no compound or complex sentences; there are mistakes that impede understanding; the syntax is unnatural	0
TOTAL			10		

Discussion Session Assessment Criteria

		Expectations		Penalizations	
As the presenter	Elaborating	They can provide additional explanations or illustrations in response to questions about their presentation	1	They cannot expand or develop their ideas; they only repeat the language of the presentation	0
	Responding	They can react to and engage with the audience politely, asking for clarification, and/or using strategies for handling difficult / irrelevant / surprise questions	1	They respond simplistically or rudely (e.g. "I don't know"), without offering adjustments or suggestions to continue the dialogue	0
As an audience member	Preparing questions	They can offer meaningful questions and comments (i.e. about the main themes and issues of the presentation)	2	They ask only generic / superficial / off-topic questions; they make comments that do not engage with the main ideas of the presentation; they do not ask about or comment on the presentation	1 0
	Providing feedback	They can highlight and give constructive feedback on specific aspects of the presentation (e.g. "I really appreciated the part where you showed us...")	1	They can only give generalized praise or criticism that could apply to any presentation (e.g. "I liked all of it.")	0
In both roles	Moving the discussion forward	They can comment / ask questions / respond in a way that acknowledges / develops what previous speakers have said in the discussion so far	1	There is not a clear transition from others' ideas to theirs; they repeat already-discussed points	0
	Turn-taking	They can take and end their turn when appropriate	1	They do not take initiative to speak; they interrupt or talk over others; they talk for too long	0
	Language clarity	They can convey their message in a clear and articulate way, with good pronunciation; they can correct themselves and demonstrate repair strategies if needed	3	They make grammar mistakes that seriously impede understanding; their vocabulary choices are confusing; their pronunciation problems seriously impede understanding; they cannot correct or repair their speech.	2 1 0
TOTAL			10		

Presentation Criteria

		Expectations		Penalizations	
Language	Vocabulary	Correct choice of vocabulary; a variety of words that reflect important differences in ideas; professional language appropriate for the audience and situation	3	Mistakes that impede understanding; word choice too simplistic to convey important differences; excessive use of casual language ("like", "stuff", "thing"), clichés ("in my humble opinion") or obscure terminology	2 1 0
	Grammar	Correct use of a range of structures; use of more complex structures (relative clauses, variety of verb tenses, modals); correct spelling in slides	3	Mistakes that impede understanding; limited range of structures; spelling mistakes (2 or more in the body, 1 or more in the title)	2 1 0
	Pronunciation / intonation	Clear and pleasing tone; standard pronunciation of key words; accented correctly; loud enough for the audience to understand	2	Mistakes that impede understanding; key words mispronounced; mumbling, monotonous, very low voice	1 0
	Fluency	Natural, unbroken "flow" and rhythm	1	Reciting directly off notes, unnecessary pauses, distracting fillers ("um, well, so").	0
Task	Topic selection	Presents a specific problem / question / issue about which a satisfying analysis can be made in a short presentation	2	A general overview of a broad field ("Sigmund Freud"; "Brno History")	1 0
	Topic coverage	Content fulfills the promise of the title and purpose statement and reflects thoughtful analysis / critique	2	There is little analysis or critique added by the presenter; we get only superficial, "first-page Wikipedia" information	1 0
	Appropriate focus on/explanation of key terms	Explains unfamiliar terms/concepts essential for understanding the topic	1	Complex terms not explained; too much time spent on very basic concepts	0
	Engaging the audience	Presenter is aware of audience needs; involves the audience (e.g. asking questions; humor); appropriate gestures and posture, eye contact.	2	No adapting to audience needs; no attempt to connect to audience or develop rapport; distracting gestures, hiding behind the desk/computer; blocking the visuals; no eye contact	1 0
	Title development	At least 5 words; captures the purpose and focus of the presentation; catches attention	1	Less than 5 words; simply names the topic, does not express a problem / issue	0
	Non-text presentation aids	Use of audio / visual elements which support the main points (e.g. photos; videos; music samples, if relevant); good balance of text and visuals, well arranged well on slides; visuals are referred to directly ("As you can see...")	2	No supportive elements, e.g. no audio if the topic is music; no text or too much text on slides; chaotic or unclear slides; no reference to supportive materials	1 0
	Sources - choice and attributing	Well-chosen sources; attribution is given for ideas, language, and images that are not the presenter's own	1	Only 1 source; no academic source; no English-language source; inadequate credit given to sources	0
	Timing	10 minute presentation (with all its parts)	1	Under 8 minutes or over 12 minutes	0
Organization	Opening	Makes the purpose and relevance of the presentation clear ("This is important because...")	2	Merely gives an outline of the presentation without stating purpose/relevance	1 0
	Closing	Ties up loose threads of argument and gives the audience a memorable "takeaway" point	2	Merely restates the outline of the presentation; ends abruptly ("That's all.")	1 0
	Efficiency / economy	Says things once, effectively, memorably	2	Redundancy; repetition	1 0
	Signposting language / cohesion	Appropriate transitional phrases which logically and smoothly connect the parts of presentation	1	Moving to the next part suddenly without logical connections	0
	Coherence	The parts of the presentation proceed in a logical order	2	No clear direction or organizing principle; the main thread of the argument gets "lost," with no strategies used to get back on track	1 0
TOTAL			30		