

CJVA2M COMPARATIVE ESSAY (total 19 points)

criteria	component	expectations	penalizations
task	Genre, length	<i>comparison/contrast essay, 500-650 words</i>	1 <i>different genre (narrative, descriptive ...), considerable longer/shorter (+/- 50 words)</i>
	Topic, originality	<i>on topic (selected from your own study discipline), original/creative thought</i>	1 <i>off topic, neither original nor creative thought</i>
	title	<i>concise & relevant title</i>	1 <i>no/misleading title; too broad (rather topic than title)</i>
	sources	<i>at least 2 relevant sources (at least 1 English); proper citation details</i>	1 <i>no or just 1 relevant reference; no English references; missing citation details</i>
	evidence presentation	<i>accurate presentation of evidence</i>	1 <i>inaccurate presentation of evidence</i>
	coverage	<i>topic covered in depth</i>	1 <i>shallow presentation of facts</i>
	visual structure	<i>logical division into paragraphs</i>	1 <i>no paragraphs; illogical division of text</i>
organization	introduction	<i>introduction providing background information</i>	1 <i>no/poor introduction</i>
	topic sentence	<i>topic sentence in each paragraph</i>	1 <i>topic sentences missing</i>
	main body	<i>appropriate length (cca 2/3 of text)</i>	1 <i>improper ratio to the introduction and conclusion (too short)</i>
	fluency	<i>text easy and pleasant to read; no need to reread any part to understand the writer's intention</i>	1 <i>chaotic parts/text</i>
	conclusion	<i>conclusion reinforcing the main idea</i>	1 <i>no conclusion; summary instead; illogical/incorrect conclusion</i>
	succinctness	<i>economic writing/writing concisely</i>	1 <i>recycling ideas in length</i>
	transition	<i>appropriate and sufficient use of transition words/expressions</i>	1 <i>no transitions; transition words used incorrectly</i>
grammar	sentence complexity	<i>complex sentences</i>	1 <i>too short sentences</i>
	accuracy	<i>correct use of grammar</i>	1 <i>mistakes impeding understanding (e.g. wrong word order, prepositions ...)</i>
	conciseness	<i>effective, precise use of words</i>	1 <i>adding words just to lengthen the essay; no use of synonyms</i>
vocabulary	Accuracy, spelling	<i>use of words and expressions that sound English, correct spelling</i>	1 <i>false friends; CzeEnglish expressions; wrong collocations, wordform., obtrusive spelling mistakes, more than 2 spelling mistakes</i>
	register	<i>academic/formal register</i>	1 <i>informal style; slang; shortened words (lab. Info ...)</i>

CJVA2M ABSTRACT (total 8 points)

criteria	component	expectations	Penalizations
task	genre	<i>provides a succinct description of the topic, relevance, and purpose of student's presentation</i>	1 <i>abstract only a summary of the topic without reference to relevance/purpose of pres.</i>
	word limit	<i>170 - 220 words, zero tolerance</i>	1 <i>too short or too long</i>
organization	title	<i>relevant and engaging title</i>	1 <i>no title or title-topic mismatch</i>
	structure	<i>opening and closing sentences which manage audience/reader expectations</i>	1 <i>no opening/closing, or opening/closing too abrupt</i>
	coherence/cohesion	<i>reader-friendly, a "red thread"; transition words/phrases, signposting, the "glue"</i>	1 <i>no transition words; reader not guided from one point to next</i>
language	register, vocabulary range and accuracy	<i>language appropriate for an academic abstract, use of topical terminology, precise word choice</i>	1 <i>low frequency of academic vocabulary; obtrusive repetition; misleading word choice, colloquial or "spoken" language; slang</i>
	grammar range and accuracy	<i>use of complex structures and correct use</i>	1 <i>no compound sentences; mistakes that impede understanding</i>
	spelling	<i>correct, zero tolerance</i>	1 <i>any spelling mistakes (i.e. not spell-checked and reread/revised before submission)</i>

CJVA2M PRESENTATION (total 19 points)

criteria	component		expectations	penalization
topic selection and treatment		1-0	presents a specific problem / question / issue which is relevant to the audience; the topic is dealt with in an analytical way (showing cause and effect, comparison)	general overview of a broad field ("Montessori schools"; "Russian traditions"), superficial treatment – stating the obvious, not going deep enough – no cause and effect shown
poster	reading	1-0	well-chosen sources (allowing you to handle your topic in an analytical way), crucial sources for main facts/photos clearly referenced throughout the presentation ("as Brown argues in his essay, this or that is happening; according to the survey conducted by Oxford University ...; Smith offers a controversial explanation for ... in his article")	only 1 source, no source allowing you to analyse your topic, no academic source, no English language source, no credit given to source NB: Wikipedia, Bored Panda or their varieties are really NOT suitable for a university presentation
		1-0	bibliography in appr. form (reading and writing)	inconsistent format
	title	1-0	Title development - at least 5 words ; captures the purpose and tone of the presentation; catches attention	less than 5 words; simply names the topic, does not express a problem / issue, not reflecting the topic
	visuals	1-0	Meaningful audio / visual elements which support the main points (e.g. photos; videos; music samples, if relevant)	only text; no samples of the relevant work if the topic is visual or auditory, random pictures that cannot be really used for proving your point
		1-0	minimal text, arranged well on slides; visuals are referred to directly ("As you can see in ...; this graph proves that ...; notice the prominent brushstrokes in this painting, they are typical of ...")	too much text; inconsistent formatting; designs that hurt the eyes; not referring to your visuals (ignoring them, not using them to prove your point)
	gramlex	1-0	grammar	grammar mistakes impeding understanding
	1-0	Vocabulary, spelling	low frequency of ac. words, obtrusive repetition, misleading word choice, colloquial / spoken / slang language, mistakes impeding understanding, zero tolerance of spelling mistakes	
opening	1-0	makes the purpose and relevance of the presentation clear ("This is important because ...; I want you to know about this because ...; You can find it useful in this or that situation/stage of your life")	merely gives an outline of the presentation without stating purpose/relevance, the purpose is vague ("I chose this topic because I study history.", "Everyone should know about it.", "It is important.", "It is interesting.")	
closing	1-0	ties up loose threads of argument and gives the audience a memorable "takeaway" point ("I believe that from now on you will ...", "I hope that whenever you see ...")	merely restates the outline of the presentation; ends abruptly ("That's all.")	
presenting	1-0	Pronunciation, voice, pace	Czech pron., mistakes impeding understanding, difficult to follow because of volume/pace	
	1-0	fluency	reading huge parts of the poster, frequent pausing	
	1-0	Coherence - the parts of the presentation proceed in a logical order	no clear direction or organizing principle, audience/presenter get "lost"	
	1-0	Cohesion - appropriate transitional phrases which logically and smoothly connect the parts of presentation ("let's move on to ..., this brings me to ...")	moving to the next part suddenly without logical connections, just clicking through your slides without connecting them with some stylistic bridges	

		1 - 0	<i>speaking to the topic</i>	<i>off topic remarks</i>
		1 - 0	<i>formality (semi-formal)</i>	<i>too formal, inappropriate level of formality</i>
interaction	author - reacting	1 - 0	<i>referring to what other people say, commenting</i>	<i>misunderstanding clear questions...</i>
		1 - 0	<i>answering, responding promptly and politely</i>	<i>too brief and short, impolite or slang words</i>
	audience	1 - 0	<i>asking about information (listening and reading)</i>	<i>no activity, off topic question, irrelevant</i>

CJVA2M ROUND TABLE (total 34 points)

skill	component		expectations	Penalization
reading	task 1	1 - 0	<i>paraphrasing a phrase</i>	
	task 2	1 - 0	<i>explaining a word</i>	
	task 3	1 - 0	<i>finding a synonymous expression</i>	
	task 4	1 - 0	<i>finding/giving an opposite meaning</i>	
	task 5	1 - 0	<i>giving an article a title/choosing an appropriate title</i>	
	task 6	1 - 0	<i>find the place in the text where the writer</i>	
	summary	2 - 1 - 0	<i>summarizing the content in a coherent, linear way (in 4 - 6 sentences)</i>	<i>missing linking words, cohesive devices</i>
reading + writing	key words	2 - 1 - 0	<i>3 - 5 key words selected from the source text</i>	<i>off topic key words, "minor" key words</i>
	question formation	2 - 1 - 0	<i>creating 2 questions based on the source text to ask the other students</i>	<i>mistakes, not to the point</i>
listening (video)	4 questions	4 - 3 - 2 - 1 - 0	<i>content related open questions</i>	<i>off topic questions</i>
	key words	2 - 1 - 0	<i>3 - 5 key words selected from the listening</i>	<i>off topic key words, "minor" key words</i>
speaking	referring to the sources	2 - 1 - 0	<i>mentioning facts from the source text or the video during the discussion</i>	<i>no references</i>
	pronunciation	2 - 1 - 0	<i>standard pronunciation</i>	<i>Czech pron., mistakes impeding understanding</i>
	fluency	2 - 1 - 0	<i>fluent speech</i>	<i>unnecessary pauses, chaos, reading</i>
	coherence, cohesion	1 - 0	<i>logical sequence, transition words</i>	<i>chaotic, illogical utterances</i>
	reasoning, argumentation	1 - 0	<i>logical reasoning</i>	<i>at least one longer utterance that will show the reasoning...</i>
	to the topic	1 - 0	<i>speaking to the topic</i>	<i>changing the topic</i>
	interaction	reacting to others	2 - 1 - 0	<i>referring to what other people say, commenting, answering, responding</i>
	holding / sharing the floor	2 - 1 - 0	<i>balance between listening and speaking</i>	<i>speaking too much, not enough</i>
	hedging	1 - 0	<i>using the discussion phrases to utter the relevant points</i>	
gramlex	gramlex	1 - 0	<i>Grammar and vocabulary - range and accuracy</i>	<i>mistakes imeding understanding</i>
	register	1 - 0	<i>use of formal language</i>	<i>inappropriate</i>