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| **criteria** | **component** | **expectations** |  | **penalizations** |
| **task** | genre | *comparison/contrast essay* | ***1*** | *different genre (narrative, descriptive …)* |
|  | topic | *on topic (selected from your own study discipline)* | ***1*** | *off topic* |
|  | length | *500-650 words* | **1** | *considerably longer/shorter (+/- 100 words)* |
|  | title | *concise & relevant title* | ***1*** | *no/misleading title; too broad (rather topic than title)* |
|  | sources | *at least 2 relevant sources (at least 1 English); proper citation details* | ***1*** | *no or just 1 relevant reference; no English references; missing citation details* |
|  | evidence presentation | *accurate presentation of evidence* | ***1*** | *inaccurate presentation of evidence* |
|  | coverage | *topic covered in depth* | ***1*** | *shallow presentation of facts* |
|  | originality&creativity | *original/creative thought* | ***1*** | *neither original nor creative thought* |
|  | visual structure | *logical division into paragraphs* | ***1*** | *no paragraphs; illogical division of text* |
| **organization** | introduction | *introduction providing background information* | ***1*** | *no/poor introduction* |
|  | topic sentence | *topic sentence in each paragraph* | ***1*** | *topic sentences missing* |
|  | main body | *appropriate length (cca 2/3 of text)* | ***1*** | *improper ratio to the introduction and conclusion (too short)* |
|  | fluency | *text easy and pleasant to read; no need to reread any part to understand the writer´s intention* | ***1*** | *chaotic parts/text* |
|  | conclusion | *conclusion reinforcing the main idea* | ***1*** | *no conclusion; summary instead; illogical/incorrect conclusion* |
|  | succinctness | *economic writing/writing concisely* | ***1*** | *recycling ideas in length* |
|  | transition | *appropriate and sufficient use of transition words/expressions* | ***1*** | *no transitions; transition words used incorrectly* |
| **grammar** | sentence complexity | *complex sentences* | ***1*** | *too short sentences* |
|  | consistency | *consistent use of grammar* | ***1*** | *inconsistent use of grammar (see the note below )* |
|  | accuracy | *correct use of grammar* | ***1*** | *mistakes impeding understanding (e.g. wrong word order, prepositions …)* |
|  | register | *formal, appropriate for academic style* | ***1*** | *informal style (e.g. It has got, it is gonna, contractions…)* |
|  | conciseness | *effective, precise use of words* | ***1*** | *adding words just to lengthen the essay; no use of synonyms* |
| **vocabulary** | authenticity | *use of words and expressions that sound English* | ***1*** | *false friends; CzeEnglish expressions; wrong collocations* |
|  | register | *academic/formal register* | ***1*** | *informal style; slang; shortened words (lab. Info ...)* |
|  | spelling | *correct spelling* | ***1*** | *obtrusive spelling mistakes; numerous spelling mistakes* |

**CJVA2M COMPARATIVE ESSAY** (total 24points)

**CJVA2M ABSTRACT** (total 8 points)

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

**CJVA2M POSTER PRESENTATION** (total 29 points)

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| **criteria** | **component** |  | **expectations** |
| **topic selection** |  | **1 - 0** | *appropriate for a poster?, specific enough* |
| **poster** | reading | **1 - 0** | *source selection* |
|  | **1 - 0** | *bibliography in appropriate format (reading and writing)* |
| visuals | **1 - 0** | *title development* |
|  | **1 - 0** | *logical structure* |
|  | **1 - 0** | *graphic layout* |
| writing | **1 - 0** | *coherence + cohesion* |
|  | **1 - 0** | *spelling* |
|  | **1 - 0** | *grammar* |
|  | **1 - 0** | *vocabulary* |
| **presenting** | body language | **1 - 0** | *posture, gestures* |
|  |  | **1 - 0** | *eye-contact* |
|  | monologue | **1 - 0** | *structure* |
|  |  | **1 - 0** | *pronunciation* |
|  |  | **1 - 0** | *fluency* |
|  |  | **1 - 0** | *coherence + cohesion (logical sequence, transition words)* |
|  |  | **1 - 0** | *voice, pace* |
|  |  | **1 - 0** | *gramlex range and accuracy* |
|  |  | **1 - 0** | *speaking to the topic* |
|  |  | **1 - 0** | *formality* |
| **interaction** | author - reacting to others | **2 - 1 - 0** | *referring to what other people say, commenting* |
|  |  | **2 - 1 - 0** | *answering, responding promptly* |
|  |  | **1 - 0** | *politeness* |
|  | audience | **1 - 0** | *gramlex range and accuracy* |
|  |  | **1 - 0** | *asking questions about the keywords (reading)* |
|  |  | **1 - 0** | *asking about information (listening)* |
|  |  | **1 - 0** | *commenting to the point (reading and listening)* |

**CJVA2M ROUND TABLE** (total 39 points)

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| **skill** | **component** |  | **expectations** |
| **reading** | task 1 | **1 - 0** | *paraphrasing a phrase* |
| task 2 | **1 - 0** | *explaining a word* |
| task 3 | **1 - 0** | *finding a synonymous expression* |
| task 4 | **1 - 0** | *finding/giving an opposite meaning* |
| task 5 | **1 - 0** | *giving an article a title/choosing an appropriate title* |
| task 6 | **1 - 0** | *find the place in the text where the writer ....* |
| summary | **2 - 1 - 0** | *(spoken) summarizing the content in a coherent, linear way (in about 4 - 6 sentences)* |
| **reading + writing** | key words | **2 - 1 - 0** | *3 - 5 key words selected from the source text* |
| question formation | **2 - 1 - 0** | *creating 2 questions based on the source text to ask the other students* |
| **listening (video)** | 4 questions | **4 – 3 – 2 - 1 - 0** | *content related open questions* |
|  | key words | **2 - 1 - 0** | *3 - 5 key words selected from the listening* |
| **speaking** | referring to the sources | **2 - 1 - 0** | *mentioning facts from the source text or the video during the discussion* |
|  | pronunciation | **2 - 1 - 0** | *standard pronunciation* |
|  | fluency | **2 - 1 - 0** | *fluent speech* |
|  | coherence, cohesion | **2 - 1 - 0** | *logical sequence, transition words* |
|  | reasoning, argumentation | **2 - 1 - 0** | *logical reasoning* |
|  | to the topic | **1 - 0** | *speaking to the topic* |
| **interaction** | reacting to others | **2 - 1 - 0** | *referring to what other people say, commenting, answering, responding promptly* |
|  | holding / sharing the floor | **2 - 1 - 0** | *balance between listening and speaking* |
|  | body language | **2 - 1 - 0** | *posture, eye-contact, gestures* |
|  | hedging | **1 - 0** | *using the discussion phrases to utter the relevant points* |
| **gramlex** | grammar | **1 - 0** | *range and accuracy* |
|  | vocabulary | **1 - 0** | *range and accuracy* |
|  | register | **1 - 0** | *use of formal language* |