

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 POSTER PRESENTATION (total 19 points)

criteria	component		expectations	penalization
topic selection		1 - 0	appropriate for a poster?, specific enough	too vague and general topic, off the field of study
poster	reading	1 - 0	source selection (academic, in English, reliable)	no sources, trivial sources, sources only in Czech
		1 - 0	bibliography in appr. form (reading and writing)	inconsistent format
	visuals	1 - 0	title development	not reflecting the content, too short / long
		1 - 0	logical structure	unclear / misleading / illogical / chaotic structure
		1 - 0	graphic layout (clear, simple)	inconsistent fonts, messy / chaotic layout
	writing	1 - 0	coherence + cohesion	chaotic division into sections, no linking words, lack of coherence
		1 - 0	grammar	grammar mistakes impeding understanding
			1 - 0	Vocabulary, spelling
	monologue	1 - 0	structure (intro, main body...)	chaotic, no intro, no concl.
		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 + cohesion (logical seq., transition words)	chaotic structure, missing sign-posting language, difficult to follow
		1 - 0	gramlex range and accuracy	No compound sentences, mistakes impeding understanding
		1 - 0	speaking to the topic	off topic remarks
		1 - 0	formality (semi-formal)	too formal, inappropriate level of formality
interaction	author - reacting	1 - 0	referring to what other people say, commenting	misunderstanding clear questions...
		1 - 0	answering, responding promptly and politely	too brief and short, impolite or slang words
	audience	1 - 0	asking about information (listening and reading)	no activity, off topic question, irrelevant

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>	<i>passivity</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>