

Student:

Grade: /25 pts

	0 pts	1 pt	2 pts	COMMENTS
	Overall structure/organization unclear:	Overall structure/organization clear:	Overall structure/organization excellent:	
Structure and organization	<input type="radio"/> Introduction was missing or lacked relevance of the topic and message to the audience (omitted the attention grabber, benefit, credibility or direction).	<input type="radio"/> Introduction demonstrated the relevance of the topic and message to the audience (included the attention grabber, benefit, credibility, and direction).	<input type="radio"/> Introduction demonstrated the relevance of the topic, <i>using imagination and capturing audience interest</i> (included the attention grabber, benefit, credibility and direction).	
	<input type="radio"/> Body of the presentation was disorganized or did not support the overall message.	<input type="radio"/> Body of the presentation was well organized and supported the overall message.	<input type="radio"/> Body of the presentation was clearly organized and convincingly supported the overall message.	
	<input type="radio"/> Topical focus was lost several times during the presentation.	<input type="radio"/> Mostly organized but topical focus lost once or twice.	<input type="radio"/> The presentation stayed focused on the topic throughout.	
	<input type="radio"/> Conclusion was missing or lacked relevance and purpose of the topic to the audience.	<input type="radio"/> Conclusion summarized the main points and reinforced the relevance and purpose of the topic to the audience.	<input type="radio"/> Conclusion summarized the main points and <i>reinforced the relevance and purpose of the topic using imagination and capturing audience interest</i> .	
	<input type="radio"/> Time was not effectively managed.	<input type="radio"/> Time was fairly effectively managed.	<input type="radio"/> Time was managed very effectively.	
	Delivery did not motivate the audience to listen:	Delivery showed effort to motivate the audience to listen:	Delivery successfully motivated the audience to listen:	
Delivery	<input type="radio"/> Did not make adequate use of appropriate persuasive appeals (ethos, pathos, logos).	<input type="radio"/> Made adequate use of appropriate persuasive appeals (ethos, pathos, logos).	<input type="radio"/> Made skillful and convincing use of appropriate persuasive appeals (ethos, pathos, logos).	
	<input type="radio"/> Unenthusiastic or monotonous delivery. Problems in voice usage / pace.	<input type="radio"/> Sufficiently engaging and interesting delivery. Voice usage / pace were mainly ok.	<input type="radio"/> Engaging and interesting delivery that showed presenter's own enthusiasm. Voice usage / pace varied effectively.	
	<input type="radio"/> Did not know contents well: used notes too often / rambled aimlessly / poor eye contact & body language / appears unprepared	<input type="radio"/> Elaborated contents the main message enough to ensure that is understood by the audience: spoke quite freely / natural eye contact & body language/ appears prepared	<input type="radio"/> Contents and message were presented in a clear and confident manner: spoke freely / very good eye contact and body language throughout / appears well-rehearsed	
	<input type="radio"/> Used few or no transitional phrases to move between slides and main points.	<input type="radio"/> Used occasional transitional phrases / language functions to move between points & guide the audience.	<input type="radio"/> Consistently used transitional phrases / language functions to move between points & guide the audience.	
	<input type="radio"/> Difficulty handling audience questions.	<input type="radio"/> Handled audience questions sufficiently.	<input type="radio"/> Handled audience questions well.	
	0 pt	0.5 pt	1 pt	
	Fluency/intelligibility (B1 or below):	Fluency/intelligibility (B2):	Fluency/intelligibility (C1 or higher):	
Fluency and grammar	<input type="radio"/> Pausing for grammatical and lexical planning and self-correction was very evident, affecting intelligibility.	<input type="radio"/> Language contained some hesitation as speaker searched for patterns and expressions.	<input type="radio"/> Expressed him/herself fluently and spontaneously, almost effortlessly.	
	<input type="radio"/> Satisfactory control of pronunciation with mistakes that sometimes hindered understanding	<input type="radio"/> Good control of pronunciation with few mistakes	<input type="radio"/> Very good or excellent control of pronunciation	
	<input type="radio"/> Satisfactory vocabulary and grammar but with noticeable mistakes	<input type="radio"/> Good vocabulary and grammar with occasional 'slips' or non-systematic errors	<input type="radio"/> Very good vocabulary and grammar; errors were rare and difficult to spot.	
	Visuals disturbed communication (B1 or below):	Visual supported communication (B2):	Visuals supported communication very well (C1 or higher):	
Visuals	<input type="radio"/> Did not use visuals to support the message. Did not synchronize slides/other visuals with speech; Visual aids contained too much or too little information or had a sloppy appearance.	<input type="radio"/> Used visuals sufficiently to support the message. <i>Mainly</i> synchronized slides / other visuals with speech; Visual aids <i>mainly</i> contained a suitable amount of information on slides (e.g. 6 x 6 rule).	<input type="radio"/> Used visuals skillfully to support the message. Synchronized slides / other visuals with speech <i>throughout</i> ; Visual aids contained a suitable amount of information <i>throughout</i> (e.g. 6 x 6 rule).	
	<input type="radio"/> The chosen font type or size disturbed communication; Images were irrelevant and poorly supported/ disturbed communication (elements of multimodal analysis).	<input type="radio"/> The font type and size were suitable; Images were quite relevant and supported the message (elements of multimodal analysis).	<input type="radio"/> The chosen font type and size clearly supported communication; Images were relevant and successfully supported the message <i>throughout</i> (elements of multimodal analysis).	