BRITISH MEDIEVAL AND RENAISSANCE LITERATURE
(LITERATURA INGLESA MEDIEVAL Y RENACENTISTA)

Oral Presentation Assessment Sheet

Presenters: **Text:**

Total Score: **Grade:**

	4	3	2	1	
1. **Topic, Thesis statement, Arguments: explicitly** expressed (both orally and within the power point) and clearly **linked**.					**Topic, Thesis statement, or Arguments:** missing or not clearly linked.
2. **Process:** students explain the steps taken to prepare the presentation but **not** in terms of their **sequence**, rather **analysing** how the presentation evolved (drafts, versions), the difficulties encountered, discoveries etc.					**Process** students don't give a full account of the steps taken to prepare the presentation, or they don't analyse the way that their points of view changed, their difficulties, discoveries, students **only give a list** of the different steps without expressing a reflection about them.
3. **Personal view:** students can express their opinion about the primary text which is supported by arguments and explained through direct quotations. Students makes an explicit **distinction** between their own ideas and those expressed in the secondary material (articles, definitions etc.)					**Personal view:** it is difficult to distinguish the students' opinion about the primary text from the secondary material used, or it is not fully clear how this opinion is structured.
4. **Concept definition:** Students define the main concepts used, present these definitions clearly in the power point with explicit references (dictionary etc.) **explaining why** these specific understandings of the concept are **useful** to develop their analysis of the primary text.					**Concept definition:** Students don't define the main concepts used, or they don't present these definitions clearly in the power point with explicit references (dictionary etc.), or they just present definitions **without explaining why** these specific understandings of the concept are useful to develop their analysis of the primary text.
5. **Secondary material:** students use at least **one secondary text**, **different** from the ones in **U-Cursos** and **one from U-Cursos**, to support their topic, thesis and arguments. They **explain** the **general aim** (**thesis and arguments**) of the secondary material and are explicit about the way in which it **contributes to explain** their **own views** of the works being compared.					**Secondary material:** students don't acknowledge their secondary material in the presentation, or they only explain one of the texts, or they only give a general description of the texts but are not explicit about the way that they contribute to their analysis of the works, or they **only select a section for their analysis but don't include general aim (thesis and arguments**) of the material. Students use only secondary material from U-Cursos.
6. **Quote analysis:** Students develop the topic, thesis and arguments by giving **explicit examples** from the primary and secondary texts through direct quotations. These are correctly presented within the power point and referenced following style guide requirements. Students don't just read the quotation but **introduce** and **contextualize** them, as well as presenting a detailed **comment** which highlights certain sections of the quotations to explain the topic/thesis/arguments. Students have selected the quotations based on their personal view of					**Quote analysis:** Presentation does not include direct references to the primary or secondary texts, or examples provided don't contribute to explain topic, thesis, or arguments, or examples are presented without introduction, context and/or analysis, or quotes from the primary text are obtained from the secondary text.

	the primary text but if some quotations are obtained from secondary material or from a class, students are explicit about this.				
7.	**Comment for fellow students:** appropriate comment which **considers ideas presented**. Students make a comment which is related to some aspect of the presentation of their fellow students (thesis, arguments, quotes etc.) **not** about issues external to the presentation (context, author etc.) or about plot. The comment considers how the students' **personal understanding** of the text **compares** with the ideas presented. This indicates that students have read the primary text in advance and payed attention to the presentation. The comment must be positive in its intention. The comment must be submitted in writing.				**Comment for fellow students:** the comment focuses too much on the overview of the presentation and too briefly on the links with the personal view of the works, or it centres more on the personal view of the works rather than establishing a balance with the overview of the presentation, or the overview is too general, revealing that the student was not paying full attention to the presentation, or the personal view is too general, revealing that the student did not read fully one of the works.

		2	1	
8.	**References and Bibliography:** correctly presented following **style guide** requirements. Students are **clear**, both orally and within the power point, about the **sources** of the information explained in the presentation. This includes both the primary (direct quotes, footnotes, etc.) and secondary sources (articles, books, classes, if included, etc.).			**References and Bibliography:** Primary and/or secondary are not acknowledged within the slides of the power point or the references are incomplete/ incorrect. There is no bibliography or there are elements incorrect or missing within it.
9.	**Appropriate secondary material**: oral presentation is structured by using reliable academic material, published in books and journals which are based on a blind peer reviewed evaluation and a high standard in its publishing process.			**Inappropriate secondary material**: essay is based on websites, self-published material (MA, PhD thesis), undergraduate essays etc.
10.	**Organization:** e.g. opening statement, outline, introduction, discussion, and conclusion.			**Organization:** the structure of the presentation is not fully clear, or it is a bit confusing.
11.	**Power Point:** legible, simple, clear and appropriate for topic and for audience, good graphics; correct **grammar and spelling**.			**Power Point:** the graphics are a bit confusing and so the power point does not contribute fully to the explanation of ideas. There are many grammatical and/or spelling mistakes.
12.	**Physical Behaviour, Language and Voice:** good eye contact and appropriate physical gestures, appropriate choice of words for audience, correct grammar, appropriate volume, proper pace. Students **don't read** presentation but explain ideas using notes as support.			**Physical Behaviour, Language and Voice:** students speak in a low volume, making it difficult to understand their ideas. Students read presentation or present a **memorized script**.
13.	**Speaking Turns/Time Management:** oral delivery balanced between speakers/delivery in accordance with time limit (**5** mins. for single presenter; **10** mins. for pairs; **15** mins. for groups of three)			**Speaking Turns/Time Management:** presentation is too long or too short. One or more partners speak more or less than the rest.
14.	**Question from teacher:** students answer in a way that **clarifies** ambiguities in the presentation, aspects that are lacking, details about the work process, etc. and that demonstrate that they have **prepared** de presentation appropriately.			**Question from teacher:** students are **vague** about the information that requires clarification. The ambiguity in the presentation is not fully clarified, the use of primary or secondary material is not explained fully etc.

Comments: