

## CATEGORY ORAL PRESENTATION – MEDIEVAL FINAL

Bourdier

	A	B	C	D
<b>PRONUNCIATION 15%</b>	Pronounces majority of letters and words correctly and speaks clearly; no major errors with pronunciation  Speaks flat. Links words.	Pronounces most of the letters and words correctly and speaks clearly  Speaks mostly flat	Speaks clearly; mispronounces some letters and words, struggles with “on”, “an”, “un”, “in”.  “ou”, “eu”, “u”	Difficult to understand, is struggling or mispronounces most words. Student cannot be understood.
<b>VOCABULARY GRAMMAR 20%</b>	Appropriately uses correct and academic vocabulary with a high degree of effectiveness High grammar proficiency, awareness of grammar rules.	Appropriately uses correct academic vocabulary with some effectiveness uses correct grammar most of the time	Sometimes appropriately uses correct vocabulary and grammar	Rarely uses or does not appropriately use correct vocabulary and grammar.
<b>DELIVERY 20%</b>	Student has practiced sufficiently so that he/she delivers lines with poise and loudly enough to be heard by all.  She/he behaves and is dressed academically.  Student is obviously fully prepared.	Student has practiced but should have put in more time.  The presentation is not well organized.	Student has not practiced enough and/or he/she was difficult to understand at least 40% of the time.	Student has not practiced. Does not respect the instructions. <b>The students reads.</b> Student cannot be understood.
<b>CRITICAL THINKING 45%</b>	The presentation shows considerable critical thinking and inventiveness. The content and ideas are presented in a unique and interesting way.	The presentation is mostly critical	The presentation is somehow critical.	The presentation shows no critical thinking. Mostly descriptive.

<b>CRITICAL THINKING</b> <b>45%</b>  Detail	The presentation shows considerable critical thinking and inventiveness. The content and ideas are presented in a unique and interesting way.	The presentation is mostly critical	The presentation is somehow critical.	The presentation shows no critical thinking. Mostly descriptive.
Issue to be considered critically is:  10%	stated clearly and described comprehensively. All relevant information necessary for full understanding.	mostly stated and described.	stated and described but leaves some terms undefined, ambiguity unexplored, background unknown, boundaries undetermined	Stated without clarification
Information and <b>evidence</b> is taken from sources:  10%	with interpretation /evaluation to develop a comprehensive analysis or synthesis. Viewpoint s of experts are questioned thoroughly.	with interpretation to develop an analysis or synthesis. Viewpoint s of experts are subject of questioning	with some interpretation but not enough to develop a coherent analysis. Viewpoint of experts are taken as mostly fact with little questioning.	Without interpretation. Viewpoint of experts are taken as fact
Influence of context and assumptions  5%	Thoroughly systematically and methodically analyze assumptions and carefully evaluate the relevance of context.	Identifies own and other's assumptions and several context.	Question some assumptions, identifies several contexts.	Shows an emerging awareness of assumptions, begins to identify some context.
Student's position <b>Perspective, thesis, hypothesis</b>  Specific position:  10%	is imaginative, taking to account the complexities of an issue.  Limits of position are acknowledged.  Others' points of view are synthesized with position.	takes into account the complexities of an issue.  Others' points of view are acknowledge.	acknowledges different sides of an issue	is stated but is simplistic and obvious.
Conclusion and related outcomes:  <b>Implications and consequences</b>  10%	are logical and reflect student's informed evaluation and ability to place evidence and perspective discussed in priority order.	are logically tied to range of information, including opposing viewpoints.	are logically tied to information because information is chosen to fit the desired conclusion, some related outcomes are identified.	are inconsistent and oversimplified.