

HOW "MÜNDLICHE UND SCHRIFTLICHE REFERATE" WILL BE GRADED

A	2 very goods (one in content); one good	B	3 goods	C	3 fairs	D	2 poors; 1 fair (in content)
A-	1 very good (in content); 2 goods	B-	2 goods (one in content); 1 fair	C-	2 fairs (one in content); 1 poor	D-	2 poors (one in content); 1 fair
B+	1 very good; 2 goods (one in content)	C+	2 goods; 1 fair (in content)	D+	2 fairs; 1 poor (in content)	F	3 poors

TASK APPROPRIATENESS

33%

Very good

Appropriately addresses the communicative goals of the task by providing a well-organized coherent presentation; establishes an appropriate speaker-audience relationship by taking on a speaker role typical of a presenter in an academic setting and assigning a particular role to the audience by incorporating it into the presentation through addressing its needs for background information and anticipating its agreement or disagreement; makes the delivery comprehensible for the audience; uses visual aids (for example, a PowerPoint presentation) appropriately to improve comprehensibility in a fashion that adds to successful completion of the task (i.e., giving the audience new knowledge and insights).

Good

Coherent structure of the topic is noticeable, but not sustained throughout the presentation; speaker and audience roles are developed, but not systematically; visual aids are used appropriately, but they do not significantly enhance the content and comprehensibility of the presentation.

Fair

Stage structure of the genre is not complete and hard to discern; information is haphazardly organized and hard to comprehend; it is necessary for the audience to have a good deal of background knowledge in order to benefit from the presentation; when they are used, visual aids tends to become distracting and "take over" the linguistic accomplishment of the task.

Poor

Both organization and delivery make it very difficult, perhaps even impossible, for the audience to follow the presentation, and gain knowledge and insights from it.

CONTENT

33%

Very good

Contributes information that is highly relevant to the task and shows awareness of culture and genre-specific issues that deserve to be highlighted; addresses all expected aspects of the topics in depth, demonstrating an awareness of the relationship between aspects by going beyond simple statements and combining them into a coherent presentation (introduction, main argument, conclusion/reflection); shows creativity in presenting the content in a fashion that moves the argument forward in line with the task; incorporates various textual information (e.g., personal, public and published stories) and describes own opinion and preferences with regard to the topic; performance reflects ability to handle in depth thematic discussion in class; additionally, to show familiarity with the content focus of the topic, the student will be able to make cross-cultural comparisons and relate the personal stories in the texts to her own experiences.

Good

Organization of content and depth of presentation are noticeable, but not sustained throughout the presentation; most expected aspects of the topic are covered; addresses topics persuasively, although statements are not elaborately linked throughout the whole presentation; incorporates various textual information and describes own opinion and preferences with regard to the topic; familiarity with the content focus of the topic and ability to relate the personal stories in the texts to the student's own experiences.

Fair

Contributes adequate information, but sticks to the basics; at times, incorrect or irrelevant information slips in which shows a lack of the ability to combine personal experiences in the texts and own experiences in a coherent presentation; limited audience awareness that results in decreased audience engagement and comprehension.

Poor

Both content and organization make it very difficult, perhaps even impossible, for the audience to follow the presentation and gain knowledge and insights from it.

LANGUAGE FOCUS

33%

Very good:

Highly competent language use with regard to level-specific issues of accuracy, complexity and fluency; high level of consistent accuracy in syntactic arrangements which are predominantly of a complex nature (e.g., word order in subordinate clauses); highly competent and accurate use of morphological features such as verb forms and case; consistently moves beyond the clause-level toward paragraph-length statements where cohesion is achieved by appropriate and accurate use of mostly chronological structuring devices; extensive and accurate use of topic-specific vocabulary that is relevant to topic and task; stays completely in German; easily able to paraphrase if in need of a vocabulary item; pronunciation and intonation aim to emulate a native speaker with minor native language influence; pauses and self-corrections do not disturb an overall sense of fluency and flow; overall comprehensibility of presentation is very high.

Good:

Competent language use with regard to level-specific issues of accuracy, complexity and fluency; syntactic arrangements mostly of a complex structure with some inconsistencies in word order; attempts paragraph-level statement, but is not able to sustain this effort; cohesion devices not consistently employed; good use of topic-specific vocabulary, but some recourse to simpler expressions; verb forms and case endings mostly accurate, with some inconsistency; errors tend not to be self-corrected; pronunciation and intonation good, but with discernible native language influence; pauses do not overly disturb an overall sense of fluency and flow; overall comprehensibility of presentation is still high.

Fair:

Inconsistent language use with regard to level-specific issues of accuracy, complexity and fluency; uses basic syntactic patterns and morphological forms; morphological errors are frequent and can lead to comprehension difficulties on part of the audience; moderate use of topic-specific vocabulary; sometimes uses English, invents words, or searches for words; rarely self-corrects; pronunciation and intonation strongly influenced by native language; long pauses and attempts at rephrasing disturb the sense of fluency and flow; overall comprehensibility of presentation is low.

Poor:

Inadequate language use with regard to level-specific issues of accuracy, complexity and fluency; basic syntactic patterns and morphological forms not yet established; demonstrates only basic vocabulary, overuses English or invented words; halting and hesitant delivery; overall comprehensibility is very low.