**Peer Evaluation of a Group Presentation**

Presenters:

Topic: Date:

Peer Evaluation:

Rate each of the following areas as *excellent  +, good,* or *needs work -.* Add Comments to explain your rating and answer the questions below.

1)

2)

3)

4)

What is one thing that you learned from this presentation?

What is one thing the group did well?

What is one suggestion to help them improve future presentations? Additional Comments

Johnson Hafernik, J. & Wiant, F.M. (2012) *Integrating Multilingual Students into College Classrooms. Practical*

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**Area**

**Rating**

**Comments**

**Content** (e.g. interest, appropriateness for audience and assignment, clear focus, good support and details, identified sources adequately)

**Organization** (e.g. easy to follow, clear sections [introduction, body, and conclusion], transitions, coherent)

**Delivery and Overall Communication** (e.g. eye contact, aprropriate volume and rate of speech, clarity of speech, comprehensibility, posture and body language, use of media and visual aids, all members well-prepared)

**Faculty Rubric**

**Speech Evaluation and Comments**

**Speaker’s Name:**

**Date:**

**Time:**

(time allowed for speech = )

**General Comments and Suggestions:**

**Grading Scale:** / 50

A: 45-50

B: 40-44

C: 35-39

D: 30-34

F: <12

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**Strong**

**Good**

**Needs Work**

**N/A**

**TOTAL**

**for area**

**CONTENT and ORGANIZATION (Overall)**

**30**

**25**

**18**

a. Introduction

+



-

b. Body

+



-

c. Transitions/ Connections

+



-

d. Conclusion

+



-

e. Audience awareness

+



-

f. Accurate documention of sources

+



-

**DELIVERY (Overall)**

**10**

**8**

**6**

a. Pace

+



-

b. Volume

+



-

c. Comprehensibility

+



-

d. Pronunciation

+



-

e. Posture

+



-

f. Eye contact

+



-

g. Gestures

+



-

h. Use of note cards

+



-

i. Use of PowerPoint or other aids

+



-

j. Time within given range

+



-

**LANGUAGE EFFECTIVENESS**

(e.g. word choice, grammar, easy to understand)

**10**

**8**

**6**

**TOTALS**

**Faculty Rubric**

**Essay Evaluations and Comments**

**Higher Order Concerns (HOCs) – Global Level – 50%**

**Middle Order Concerns (MOCs) – Paragraph Level – 35%**

**Lower Order Concerns (LOCs) – Sentence Level – 15%**

**Comments and Grade**

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1. Do all quotations, paraphrases, and summaries have source citations?

Yes

No

2. Do sentences contain specific and accurate verbs? Have you avoided the overuse of 'be' verbs and passive voice?

Yes

No

3. Are adverbials used to vary the complexity of sentences and subordinate less important information?

Yes

No

4. Are there errors in grammar, spelling, or punctuation that need to be corrected?

Yes

No

1. Does each paragraph have a topic sentence and support?

Yes

No

2. Is the organizational pattern easy to follow? Do effective transitions lead naturally and logically from one point to the next?

Yes

No

3. Do sentences reflect the old-new information pattern?

Yes

No

4. Do sentences flow logically from one to the next?

Yes

No

1. Does the paper have a clear and concise thesis?

Yes

No

2. Does the introduction contain a preview of the main arguments?

Yes

No

3. Do the arguments contain sufficient evidence and reasoning to support the conclusions?

Yes

No

4. Does the paper have an attention getter?

Yes

No

5. Does the paper have an effective conclusion?

Yes

No

**Faculty Rubric – Group Persuasive Speech (Debate)**

**Evaluation Form**

**Group 1 (For)**

References (20 pts) Visual Aids (10 pts) Attention getter (5 pts)

Organization/Teamwork (30 pts) Delivery (20 pts)

Closing (10 pts) Time (5 pts)

Total (100 pts)

**Comments:**

**Group 1 (Against)**

References (20 pts) Visual Aids (10 pts) Attention getter (5 pts)

Organization/ Teamwork (30 pts) Delivery (20 pts)

Closing (10 pts) Time (5 pts)

Total (100 pts)

**Comments:**

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**Faculty Comments**

**Rubric for Essay #3: A Response to a Text**

**Name:**

**Date final submitted to *Turnitin*:**

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**Strong**

**Adequate**

**Needs Work**

**Item(s) Missing**

1. The **Introductory Paragraph** has:

1. an interesting relevant 'hook' and context/background
2. a thesis statement with opinion and controlling ideas; and
3. the controlling ideas are parallel

**2**

**3**

**1**

**1**

**2**

**0**

**0**

**1**

**0**

**0**

**0**

**0**

2. The **Body Paragraphs**:

1. have topic sentences and relevant details and examples;
2. follow the order of the thesis statement;
3. use quotes and paraphrases from texts to support main ideas; and
4. introduce quotes and paraphrases with a variety of reprting verbs

**3**

**1**

**3**

**4**

**2**

**0**

**2**

**3**

**1**

**0**

**1**

**2**

**0**

**0**

**0**

**0**

3. The **concluding paragraph** restates the thesis with different words and/ or strucure

**2**

**1**

**1**

**0**

1. All **'borrowed language'** is correctly quoted and cited.
2. Quotes are correctly **punctuated**

(quotation marks, commas, periods).

**4**

**4**

**3**

**3**

**2**

**2**

**0**

**0**

6. **Slang and informal language** are avoided.

**2**

**1**

**0**

**0**

7. **Transitions** (FANBOYS, for example, however, etc.) are correctly used and punctuated.

**3**

**2**

**1**

**0**

8. **Subordinators** (because, when, as, if, etc.) are correctly used and punctuated.

**3**

**2**

**1**

**0**

9. **Feedback** is followed, the paper is

**spellchecked**, and **MLA formatting** is used.

**3**

**2**

**1**

**0**

10. Essay is **appropriate length**.

**2**

**1**

**0**

**0**

subtotals

**Deductions:**

Late submission of draft or final copy. (-1 to -4)

Score and grade

A: 37-40 C:29-32

B:33-36 D:27-28 F:<27

 **/ 40**