	4 EXEMPLARY (consistently does ALL or ALMOST ALL)	3 COMPETENT (does MOST of the following)	2 SATISFACTORY (does MANY of the following)	1 NEEDS IMPROVEMENT (does MANY of the following)	0 INADEQUATE (does ALL or ALMOST ALL)
INTRODUCTION	Clear introduction sets out the context for the thesis and includes all necessary details to understand why we should care about the subject matter. The central claim (hypothesis or research question) is clearly stated, well-defined and offers a strong foundation for the presentation.	Introduction covers the necessary context, though it may lack some depth or omit minor details. The claim is solid but could benefit from further development.	Introduction provides basic context, but important details are missing or inadequately explained. The claim is present but lacks strength or specificity.	Introduction is minimal or superficial; lacks necessary context, making it difficult to understand the topic. The claim is present, but poorly articulated or unclear. It is weak, unfocused, or not fully developed.	Introduction is lacking or entirely absent, leaving the audience with no understanding of the context. The claim is missing or so unclear that it cannot be identified; if present, it is entirely ineffective or off-topic.
COMPLEXITY AND EVIDENCE (2x)	Data introduced are consistently accurate, appropriate, detailed, well-explained, balanced (=not one-sided), and if controversial, defended, significantly contributing to the depth and quality of the analysis. Supports all ideas with evidence, which are explicitly linked to the central claim. Presenter demonstrates full knowledge by answering all class questions with explanation and elaboration.	Data introduced are accurate, appropriate, balanced (=not one-sided) and explained, though explanations may occasionally lack depth or clarity. Supports most of the ideas with evidence, which are explicitly linked to the central claim. Presenter is at ease with expected answers to all questions, without elaboration.	Data are generally accurate, but some details may be irrelevant, inadequately explained, or lacking in precision. Supports some ideas with evidence, while the connection between ideas and central claim is not clear. Presenter can answer some questions with ease.	Data are frequently inaccurate, irrelevant, or poorly explained, weakening the overall analysis. Seldom supports or provides weak ideas with evidence which do not adequately support the subject. Presenter is uncomfortable with information and is able to answer only basic questions.	Data provided are mostly or entirely inaccurate, irrelevant, and poorly explained, offering no value to the analysis. Provides weak or no support of the subject. Presenter does not have a grasp of information and cannot answer questions about the subject.
CONCLUSION	The central claim is reiterated, and the conclusion effectively and logically summarizes the main arguments of the presentation. Conclusion does not include any other additional important arguments.	The central claim is reiterated, and the conclusion partially summarizes the main arguments of the presentation. Conclusion does not include any other additional important arguments.	The central claim is not reiterated, and the summary of the arguments chosen does not reflect the analysis of the central claim.	Additional information replaces the summary of the main arguments.	The conclusion is missing.

ORIGINALITY AND EVALUATION	The presentation demonstrates strong original thought and insightful evaluation of the topic. The student's own analysis is clear, adding significant value to the discussion.	The presentation includes original thoughts and evaluation of the topic, though these may be less developed or insightful. The student's analysis is present but could be more impactful.	Original thoughts and evaluation are present but limited. The presentation relies more on summarizing sources than providing new insights, and the student's own analysis is underdeveloped.	The presentation shows little original thought or evaluation of the topic. It heavily relies on sources without offering the student's own perspective, leading to a lack of depth in analysis.	The presentation shows little original thought or evaluation of the topic. It heavily relies on sources without offering the student's own perspective, leading to a lack of depth in analysis.

	4 EXEMPLARY (consistently does ALL or ALMOST ALL)	**3 COMPETENT (does MOST of the following)**	**2 SATISFACTORY (does MANY of the following)**	**1 NEEDS IMPROVEMENT (does MANY of the following)**	**0 INADEQUATE (does ALL or ALMOST ALL)**
ENGAGEMENT WITH AUDIENCE	Good eye contact is maintained throughout the presentation. A wide range of techniques to engage with the audience are employed (questions, rhetorical questions, humour, creativity, quotations, etc.) throughout the presentation.	Good eye contact is maintained most of the time. A good range of techniques to engage with the audience are sometimes employed in the presentation.	Eye contact is maintained in some parts of the presentation. Technique/s to engage with the audience are sometimes employed in the presentation, but the presentation is uninteresting in some parts.	Eye contact is seldom maintained. A technique/s to engage with the audience are seldom employed in the presentation, which makes the presentation somewhat dull.	The presenter never looks at the audience. The lack of techniques to engage with the audience makes the presentation dull.
PRESENTATION SKILLS	Speaks clearly, loudly, and slowly enough to be easily understood. Modulates voice tone to emphasize key points**.** Does not use verbal fillers.	Sometimes does not speak loudly, clearly or slowly, but that does not hinder understanding. Sometimes modulates voice tone to emphasize key points. Occasionally uses verbal fillers. Body language is mostly appropriate and effective.	Sometimes does not speak loudly, clearly or slowly, which partially hinders understanding. Sometimes modulates voice tone and attempts to emphasize the key points. Uses some verbal fillers, which is sometimes distracting. Body language is sometimes inappropriate and ineffective.	Seldom speaks clearly, loudly, or slowly, which greatly hinders understanding. Seldom modulates voice tone; the speech is understandable Uses a lot of verbal fillers, which is greatly distracting.	Mumbles, speaks too fast or too slow, and not loudly enough. The speech is monotonous, distracting or unintelligible. Constantly uses verbal fillers.

	Body language is appropriate and effective.			Body language is seldom appropriate or effective.	Body language is distracting (fidgeting, remaining rigid, hands in the pockets, etc.)
LANGUAGE	Uses a wide range of grammatical structures (inversion, tenses, conditionals, participle sentences, word formation, etc.), vocabulary (idioms, adverbs & adjectives) and linking devices at appropriate level. Makes a few mistakes in complex structures.	Shows a good degree of control of simple and some complex grammatical forms and vocabulary. Makes some mistakes in complex and occasionally in simple structures.	Shows a good degree of control of simple and attempts some complex grammatical forms and vocabulary. Makes a lot of mistakes in complex and simple structures.	Shows a good degree of control of simple grammatical structures, and a limited range of vocabulary. Makes some mistakes in simple grammatical and vocabulary structures.	Shows some control of simple grammatical structures, and a limited range of vocabulary. Makes a lot of mistakes in simple grammatical and vocabulary structures.
LOGIC+ SLIDE TRANSITION/ ORGANIZATION	Transition between slides is always smooth, using plenty of linking devices. Order of slides is always logical (not necessarily chronological); topics that need to be discussed together are presented together. Text on slides always corresponds to speech; it greatly shows dynamics of text and speech.	Transition between slides is mostly smooth, using some linking devices. The order of slides is mostly logical; topics that need to be discussed are usually presented together. Text on slides mostly corresponds to speech; it mostly shows dynamics of text and speech.	Transition between slides is sometimes smooth, using a few linking devices. The order of slides is sometimes illogical; topics that need to be discussed are sometimes presented together. Text on slides sometimes corresponds to speech; it sometimes lacks dynamics of text and speech.	Transition between slides is rarely smooth, lacking linking devices. The order of slides is rarely logical; topics that need to be discussed are rarely presented together. Text on slides rarely corresponds to speech; it significantly lacks dynamics of text and speech.	Transition between slides is rigid, lacking linking devices. Order of slides is illogical; topics that need to be discussed together are presented randomly. Text on slide does not correspond to speech; it is not dynamic.
GRAPHICS	The graphical presentation is creative (surprising in a way) throughout. All visuals are attractive and relevant (size, colour, number of pictures, etc.) to support the content of the presentation.	The major part of the graphical presentation has some creative features. The majority of visuals are attractive and relevant (size, colour, number of pictures, etc.) to support the content of the presentation.	The graphical presentation has a few creative features. Some visuals are attractive and relevant (size, colour, number of pictures, etc.) to support the content of the presentation.	The graphical presentation is seldom creative. Visuals are seldom attractive and relevant (size, colour, number of pictures, etc.) to support the content of the presentation.	The graphical presentation is dull. It has too many/few pictures, words, etc. on slides; several visuals are unattractive.

	Font formats (font size, bold, italics, position of information on slides, etc.) are carefully planned to enhance readability and content. There are no typos or any other grammatical/spelling mistakes. All concluding slides (conclusion - thank you for your attention – references) are included and timely and appropriately used.	Some font formats (font size, bold, italics, position of information on slides, etc.) are carefully planned to enhance readability and content. There are a few typos and other grammatical/spelling mistakes. Most of the concluding slides (conclusion - thank you for your attention – references) are included and timely and appropriately used.	Quite a few font formatting mistakes, but it does not make it difficult to read the material. There are several typos and other grammatical/spelling mistakes, which do not hinder understanding. Most of the concluding slides are included, but timing of them slightly disrupts the attention of the audience.	Several font formatting mistakes make it partially difficult to read the material. There are a lot of typos and other grammatical/spelling mistakes, which partially hinders understanding. One of the concluding slides is included.	Font formatting makes it very difficult to read the material. There are too many (6 and more) typos and other grammatical/spelling mistakes,, which greatly hinders understanding. Concluding slides are not used.
PENALIZATION	- **Insufficient length of the presentation, for each 1% below requirement, 1% from the total points is deducted (except for +/-15%),** - **Failure to do a presentation on the day allocated -15%; second failure/try 0%.** - **Failure to send a graphical (Power Point) presentation (at the latest) one day before the presentation is supposed to be done -15%.**				