

KV: Peer evaluation of presentation: A sales talk (GK Opt 1)

A sales talk

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The advert ...					
- is neatly written and shows a creative use of both writing and images.					
- has a catchy name and selling slogan.					
- does not have language errors.					
- gives facts about the product (packaging, price, ingredients and different tastes).					
- provides information on fair trade.					
The speakers ...					
- participated actively in their sales talk and acted as a team.					
- spoke freely and fluently.					
- spoke at the right pace and with varied intonation.					
- kept eye contact and asked the audience questions.					
- used language typical of a sales talk like comparisons, questions, metaphors and precise adjectives.					
- spoke convincingly and used body language and facial expressions to emphasize their speech.					
The team ...					
- talked about the topic and used the advert as a media.					
- gave several arguments for buying their fair trade product.					
- summarised the advantages of their product.					
- thanked the audience and offered to answer questions.					

Total points for sales talk: (max. 300) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:

KV: Peer evaluation of presentation: An e-mail (GK Opt 2)

An e-mail

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The text follows the formal rules for an e-mail					
From/To/Re					
Writer addresses the person correctly (name, comma).					
Correct closing and signature					
Content (story)					
There is an opening sentence before the story begins.					
The story is told in a logical order.					
It becomes clear who the different characters in the story were.					
The sentences have different beginnings.					
The sentences are linked.					
The story contains precise vocabulary.					
The story is told in the past.					
There is a closing sentence.					
Presentation					
The story was read out fluently and at an adequate pace.					
There were no problems with pronunciation.					
The reader used his voice to emphasize the suspense and the characters' feelings.					

Total points for e-mail: (max. 300) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:

KV: Peer evaluation of presentation: A discussion about fossil fuels and alternative fuels (EK Opt 1)

A discussion

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The discussion leader ...					
- kept the communication going.					
- introduced the topic and explained its importance.					
The discussion					
All group members participated actively.					
The audience could understand who supported which attitude.					
During the discussion there were at least three arguments for and against the two kinds of fuel (bio/fossil fuels).					
The partners responded respectfully to each other's statements.					
They showed interest even when they were not speaking.					
The partners referred to each other's statements. There was a real discussion not just an enumeration of arguments.					
They spoke clearly and at an adequate pace.					
There were no language mistakes that made understanding difficult.					
The discussion was fluent.					
The students used language structures to support their arguments, to compare the pros and cons, to underline their personal view, etc.					
After the discussion the group asked for the audience's opinion. They spoke English all the time.					
The group could answer questions about their topic.					

Total points for discussion: (max. 280) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:

KV: Peer evaluation of presentation: A demonstration (EK Opt 1)

A demonstration

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The group ...					
- gave a short introduction to their topic and the aim of their demonstration.					
- prepared a neat and informative picture of their car of the future.					
- could explain why they designed their car like this. They showed details and explained their functions, e.g. they explained convincingly how their car would run and what the advantages of this technology were.					
- used suitable vocabulary for parts of the car, materials and functions. Unknown vocabulary was explained in English.					
- talked about the problems with fossil fuels giving at least three arguments against their use.					
- presented the advantages and disadvantages of alternative fuels naming at least three pros and cons.					
- talked freely, fluently and kept eye contact. They only had a glance at their cue cards from time to time.					
- used clear sentences and there were no language mistakes that made understanding difficult.					
- members had their part in the demonstration and were attentive even when they were not speaking.					

Total points for demonstration: (max. 180) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:

KV: Peer evaluation of presentation: A gallery walk (EK Opt 2)

A gallery walk

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The timeline					
- clearly shows the development of the fairtrade company 'Divine Chocolate'.					
- does not have factual errors.					
- does not have language errors.					
- is supported by pictures which help to make the timeline more appealing to the audience and the content more understandable.					
- explains unknown vocabulary.					
The group members ...					
- explained their topic in a few sentences and informed the audience about the gallery walk.					
- spoke clearly and freely.					
- could answer questions.					
- spoke English all the time, also during the group work session when their help was needed.					
- asked clear questions and covered important and interesting aspects of the topic.					
- corrected the answers in a friendly and helpful way.					

Total points for gallery walk: (max. 240) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:

KV: Peer evaluation of presentation: A computer talk (EK Opt 2)

A talk

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The timeline ...					
- clearly shows the development of the fairtrade company 'Divine Chocolate'.					
- does not have factual errors.					
- is supported by pictures which help to make the timeline more appealing to the audience and the content more understandable.					
- does not have language errors.					
- explains unknown vocabulary.					
The group members ...					
- introduced their topic in the beginning.					
-spoke clearly and freely.					
- gave more information (beyond computer visualisation).					
- participated actively.					
- checked the understanding by asking questions after the presentation.					
- asked easy and more difficult questions.					
- responded in a friendly way to the answers using different ways of commenting them. (They didn't just say "Yes, that's right. Sorry, that's wrong.")					

Total points for talk: (max. 240) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:

KV: Peer evaluation of presentation: A diary entry (EK Opt 3)

A diary

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The text					
The diary entry has a date.					
There is an opening sentence (e.g. “Guess what happened ...!?”). It introduces the setting of the story and/or the writer’s (=Zahra’s) feelings at the moment of writing.					
The text is written in the first person.					
The style is informal (exclamations, incomplete sentences, contracted forms, questions,...).					
The text retells the events of the day fluently and naturally from Zahra’s point of view. The following aspects are included: <ul style="list-style-type: none"> • The problem with the dead fish and the tourist resorts • The diving episode and Joel’s problems • Zahra’s conversation with Amber and her interest in one of the boys (Zach). 					
The writer uses precise vocabulary to explain how the fish are caught (<i>to stun</i>), to describe what happened during the dive and to express feelings.					
There is a closing sentence.					
The reading					
The reading was fluent.					
There were no serious language or pronunciation errors.					
The reader used his/her voice, pace and intonation to express feelings and to convey suspense.					

Total points for diary entry: (max. 200) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:

KV: Peer evaluation of presentation: An ending (EK Opt 3)

An ending

	excellent (16-20)	good (11-15)	OK (6-10)	needs more attention (1-5)	no points
The group explained briefly what the story is about.					
The ending was plausible and realistic.					
The ending did not leave the listener with unsolved problems or “loose ends” unless the group opted for an open ending.					
The story was written in clear and simple sentences.					
There were suitable verbs and adjectives to depict the different actions and the characters’ feelings.					
The ending fitted the beginning and the middle of the story. It is logical.					

Total points for ending: (max. 120) _____

Give the class some positive feedback. What did you like best?

Give the group some good advice on aspects they could improve:
