# My presentation on the topic XY[[1]](#footnote-2) : Criteria for the evaluation of partially translated or machine-generated texts

These two grids are designed to a) assess yourself and b) have the teacher assess you at these two points in time:

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| Ein Bild, das Spielzeug enthält.  Automatisch generierte Beschreibung  **PART 1:** Your oral presentation to the class or in audio or video form. | Ein Bild, das Text, Tisch, Esstisch enthält.  Automatisch generierte Beschreibung  **PART 2:** Your oral interview with the teacher. |

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| **PART 1: ORAL PRESENTATION** | | |
| *AUTHENTICITY* | *I identify with what I say and the audience has no doubt that I am expressing my own thoughts:*  ● completely  ● for the most part  ● Partly  ● little or not at all | 3  2  1  0 |
| *APPROPRIATENESS IN RELATION TO THE SITUATION\*.* | *The language I use to express my thoughts is appropriate for a presentation (the register is formal, the sentences are not too complex to be understood orally, the length and scope of the presentation are as specified, etc.):*  ● completely  ● for the most part  ● Partly  ● little or not at all | 3  2  1  0 |
| *APPROPRIATENESS IN RELATION TO THE TARGET GROUP\*\** | *The language I use to express my thoughts is understood by the target group (e.g. the students in my class and the teacher):*  ● completely  ● for the most part  ● Partly  ● little or not at all | 3  2  1  0 |
| *MEDIA USE* | *The media I use promote understanding:*  ● completely  ● for the most part  ● Partly  ● little or not at all | 3  2  1  0 |
| *STRUCTURE* | *I introduce the topic, divide my report into ~~several parts~~ and end with a summary conclusion:*  ● completely  ● very good  ● good  ● Only partially | 3  2  1  0 |
| *KOHESION* | *The text sections are well connected and the chosen style is maintained throughout the text:*  ● completely  ● almost always  ● Partly  ● little or not at all | 3  2  1  0 |
| *RETORIQUE* | *I can keep the audience's attention (e.g. through originality, surprises, cliffhangers, questions to the audience, free delivery without reading off, etc.):*  ● completely  ● almost always  ● Partly  ● little or not at all | 3  2  1  0 |
| *PRONONATION* | *My pronunciation of words and sentences....*  ● is perfect (I practised with text-to-speech programmes)  ● is largely correct and has minor deficiencies  ● is characterised by several imperfections  ● is characterised by numerous imperfections | 3  2  1  0 |
| *VOCABULAR* | *I use a vocabulary*  ● precise and contextual, with some hard-to-avoid shortcomings\*\*\*.  ● Sometimes inappropriate and repetitive, with some easily avoidable shortcomings  ● Sometimes inappropriate and repetitive, with several easily avoidable shortcomings  ● Mostly inappropriate or repetitive, with easily avoidable deficiencies | 3  2  1  0 |
| *GRAMMAR AND SPELLING* | *I do...*  ● No or few difficult to avoid errors\*\*\*  ● few easily avoidable errors  ● some easily avoidable mistakes  Too many easily avoidable mistakes | 3  2  1  0 |
|  | *TOTAL: \_\_\_\_\_\_\_ / 30 POINTS*  ***MARK OF THE PRESENTATION: \_\_\_\_\_\_\_\_\_ POINTS: 5 = \_\_\_\_\_\_\_\_\_\_\_*** | |

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| **PART 2: DISCUSSION AFTER THE PRESENTATION** | | |
| *UNDERSTAND* | *I show that I understand my subject and can make it understandable:*  ● completely  ● for the most part  ● Partly  ● little or not at all | 3  2  1  0 |
| *ANALYSIS* | *I show that I can analyse my subject:*  ● completely  ● for the most part  ● Partly  ● little or not at all | 3  2  1  0 |
| *INTERPRETATION / TRANSMISSION* | *I show that I can draw conclusions, that I can transfer my knowledge to other areas:*  ● completely  ● for the most part  ● Partly  ● little or not at all | 3  2  1  0 |
| *FLUENCE* | *I speak fluently*  ● completely  ● good  ● Partly  ● little | 3  2  1  0 |
| *INTERACTION* | *I can maintain dialogue, ask for clarification, respond flexibly and understand the other person's needs*  ● completely  ● very good  ● discrete  ● little or not at all | 3  2  1  0 |
| *PARTICIPATION* | *I show and explain my convictions, interest and commitment in a convincing and understandable way*  ● always  ● Frequently  ● little  ● not at all | 3  2  1  0 |
| *WORDSHEET* | *My vocabulary is*  ● Precise and diverse  ● adequate, with some shortcomings  ● Poor and repetitive  ● limited | 3  2  1  0 |
| *GRAMMATICS* | *Grammar - I do...*  ● some minor errors  ● some mistakes, but no misunderstandings  ● numerous errors that make comprehension somewhat difficult.  ● too many errors for the required language level. | 3  2  1  0 |
|  | *TOTAL: \_\_\_\_\_\_\_ / 30 POINTS*  ***DISCUSSION MARK: \_\_\_\_\_\_\_\_\_ POINTS: 4 = \_\_\_\_\_\_\_\_\_\_\_*** | |

\* Also "situational adequacy".

\*\* Also "addressee adequacy".

\*\*\* Avoidable with correct and competent use of digital tools (Context Reverso, Deepl, etc.).

***FINAL MARK = PRESENTATION MARK + DISCUSSION MARK : 2 = \_\_\_\_\_\_\_\_\_\_\_***

1. NB: The following criteria are intended for topics that require not only an understanding of a domain but also the ability to analyse and interpret it (or transfer acquired skills to new domains). As you are explicitly authorised and encouraged to use all the computer-based tools at your disposal (Context Reverso, Deepl, ChatGPT, etc.), you will find that in the first part, the criteria of "authenticity" and "appropriateness\*/\*\*" are of utmost importance, while the tolerance for lexical and grammatical errors is minimal. [↑](#footnote-ref-2)