EVALUATION CRITERIA FOR FINAL PROJECTS

Topic, completed thesis handout, tentative title, Completed description in Spanish following steps on the thesis handout—5% of grade for Final Project (10/7)

_______/10

First Draft (500 word min.) emailed to 2 assigned group members. Student has done a Peer-Edit of at least 2 other students’ drafts—5% for grade of Final Project (10/23)

_______/10

Self-Edited Draft (800 word min.)—30% of grade for Final Project (11/1)

• Responds to the assignment; includes at least the first two sections (the entire draft minus the conclusion).
• Primary Source materials included (See Final Project Instructions)
• Original title
• Well-formulated thesis
• Solid arguments and research-based evidence
• Word Count included; Minimum length: 800 words
• Effort to incorporate new structures and vocabulary
• Comprehensibility

_______/10

Bibliography —5% of grade for Final Project (12/2)

• Provides links and complete citations for sources consulted (including primary sources)
• Uses a variety of sources
• MLA Style, Chicago Style, APA Style (or any other professionally recognized format)

_______/10
Final Draft—55% of grade for Final Project (12/2)

Content (Information Conveyed)  POINTS
• Thorough and relevant analysis of selected texts; cohesive; responds to instructors comments, offers a unique perspective that demonstrates both effective research and deep reflections 30
• Adequate analysis of selected texts; some development of original ideas; some ideas lack supporting details, responds to most of instructor’s comments; some evidence of research 25
• Limited information; ideas present but not developed; lack of supporting detail or evidence of effective research; does not respond adequately to instructor’s comments 22
• Minimal information; inappropriate or irrelevant information but some effort is made to explore the topic. 19
• Not enough information to evaluate; incomprehensible. 0-15

Organization  POINTS
• Logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever; effective use of transitions. 20
• An apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out; sequencing of ideas is not complete; some effective use of transitions. 17
• Limited to the order of the content; lacks logical sequencing of ideas; ineffective ordering; conclusion present but is limited to a summary; limited use of transitions. 15
• Series of separate sentence with no transitions; disconnected ideas; no apparent order to the content; lack of introduction and/or conclusion; ineffective and limited use of transitions. 13
• Not enough to evaluate; series of separate sentences that illogically ordered. Lack of introduction and conclusion. No use of transitions. 10

Vocabulary  POINTS
• broad; impressive; precise and effective word choice; extensive use of words studied 25
• adequate but not impressive; some erroneous word usage or choice, but meaning is not obscured or confused; some use of the words studied 22
• erroneous word choice leads to obscured or confused meaning; some literal translations and invented words; limited use of the words studied 18
• inadequate; repetitive; incorrect use or non-use of words studied; literal translations; numerous invented words 16
• not enough to evaluate; abundance of invented words 12

Language  POINTS
• Very few errors in subject / verb agreement or noun / adjective agreement; work was well edited for language; effective use of new forms (present perfect, subjunctive, etc.) 20
• Occasional errors in subject / verb agreement or noun / adjective agreement; some editing for language evident but not complete; use of new forms (present perfect, subjunctive, etc.) 17
• Some errors in subject / verb agreement; some errors in noun / adjective agreement; work was poorly edited for language. 15
• Frequent errors in subject /verb agreement; no evidence of having edited the work for language. 13
• Incomprehensible due to an abundance of errors in grammatical use and form. 9

Spelling / Written Accents/ Format  POINTS
• No errors in spelling; only occasional missing accent marks 5
• 1-2 errors in spelling; several missing accent marks 4
• 3-4 errors in spelling; several missing accent marks 3
• five or more errors in spelling; an abundance of missing accent marks 2
• so many orthographical errors that the composition is impossible to understand; 0

TOTAL _______/100
GRADING CRITERIA FOR YOUR PRESENTATION
5% of overall course grade

<table>
<thead>
<tr>
<th>Presentation (60 points)</th>
<th>Possible points</th>
<th>Points earned</th>
<th>Instructor’s observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation:</strong> Clearly stated thesis and conclusion that highlight the significance of the composition and research; did not read; lasted between 5-7 minutes; logical organization</td>
<td>27-30 (A)</td>
<td>24-26 (B)</td>
<td>21-23 (C)</td>
</tr>
<tr>
<td><strong>Audio/visual aids and handout:</strong> Enhances understanding of topic; creative presentation; appropriate length of time</td>
<td>1-10</td>
<td></td>
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<tr>
<td><strong>Language:</strong> Used only Spanish; comprehensible to others; good use of vocabulary; explained technical terms</td>
<td>1-10</td>
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<td><strong>Follow Up:</strong> Responded appropriately to classmates’ questions/ comments during Follow Up, thoughtfully reflected on the final outcome of presentation/investigations</td>
<td>1-10</td>
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</tbody>
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Total Points: ____________/60