**SCHOOL OF ARTS, LANGUAGES AND CULTURES**

**Marking Criteria and Feedback Form for Seminar Participation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student’s name** |  | | | | **Course unit number** | | |  | | |
| ***Markers should tick or highlight the applicable grading for each relevant category and assign an overall mark. The relative importance of each category may vary from course to course, and the numerical mark should reflect the overall quality of seminar participation.*** | | | | | | | | | | |
| Extent of Preparation | Extent to which seminar contributions show familiarity with the set topics and materials, and preparedness to discuss the issues raised by them. | | | | | | | | | |
| Fail | Insufficient | Sufficient | Good in Parts | | Good to Very Good | Excellent | | Outstanding | Exceptional |
| Quality of contributions | Extent to which contributions advance the discussion and stimulate debate, while also being relevant and focused. Degree to which they show the ability to make connections between different aspects of the topic/course. Extent to which contributions demonstrate analytical skills and critical engagement. | | | | | | | | | |
| Fail | Insufficient | Sufficient | Good in Parts | | Good to Very Good | Excellent | | Outstanding | Exceptional |
| Depth of knowledge and under-standing | Extent to which seminar contributions show a knowledge and understanding of the topics and issues; a readiness to grasp concepts/ technical terms and to develop the ability to use them appropriately; and a capacity to assimilate and test new ideas and perspectives. Degree to which the contributions show knowledge not only of the seminar materials but of the broader literature. | | | | | | | | | |
| Fail | Insufficient | Sufficient | Good in Parts | | Good to Very Good | Excellent | | Outstanding | Exceptional |
| Cogency of arguments and ability to defend ideas | Extent to which contributions convert isolated points into broader interpretations and arguments. Degree to which the student draws on evidence-based argumentation, with effective use of examples. Level of capacity to respond constructively and courteously to questions and criticisms. | | | | | | | | | |
| Fail | Insufficient | Sufficient | Good in Parts | | Good to Very Good | Excellent | | Outstanding | Exceptional |
| Level of engagement and interaction | Degree to which seminar contributions show engagement with the topic and with the contributions of other participants; an inquisitive attitude, and openness to alternative perspectives; active support and respect for peers; and a positive contribution to the group dynamic and the learning experience of others. | | | | | | | | | |
| Fail | Insufficient | Sufficient | Good in Parts | | Good to Very Good | Excellent | | Outstanding | Exceptional |
| Attendance and frequency of participation | Level of seminar attendance (and punctuality). Extent to which the student participates actively when appropriate. | | | | | | | | | |
| Fail | Insufficient | Sufficient | Good in Parts | | Good to Very Good | Excellent | | Outstanding | Exceptional |
| [Space for subject-specific criteria] |  | | | | | | | | | |
| Fail | Insufficient | Sufficient | Good in Parts | | Good to Very Good | Excellent | | Outstanding | Exceptional |
| **Overall mark**  **(circle mark)** | **28, 25, 22**  **15, 5, 0** | **38, 35, 32** | **48, 45, 42** | **58, 55, 52** | | **68, 65, 62** | **78, 75, 72** | | **88, 85, 82** | **100, 95, 92** |