**Endangered World Cultural Heritage**

**Evaluation**

Present your article to your teacher and classmates. They will decide which article is best and tell you their decision at the end of all presentations. Your group grade will be based on the overall quality of your presentation, which will be evaluated on language accuracy and fluency as well as creativity.

|  |  |  |
| --- | --- | --- |
| **Excellent 5** | **Well done 4** | **Developing 3** |
| The students show understanding of the problem and can clearly explain its importance.  All questions are answered completely.  The ideas demonstrate a high degree of originality.  The article and its oral presentation are complete and interesting.  The work is free of grammar, spelling, and formatting errors. | The students show a basic understanding of the problem but they are unable to explain it clearly.  Not all questions are answered completely  The ideas are mostly original.  The article and its oral presentation are complete but not interesting\or interesting but not complete.  The work has 3-5 grammar, spelling, and formatting errors. | The students are unable to explain the importance of the problem.  Most questions are not answered completely.  The ideas demonstrate a low degree of originality.  The article and its oral presentation are not interesting and complete.  The work has a lot of grammar, spelling, and formatting errors. |

**Self-evaluation Questionnaire**

**Name:**

**1.** I found the group work easy / difficult because …

**2.** The next time I do group work I’d like to …

**3.** What did I learn about endangered world cultural treasure? …

**4.** What did I learn about protection and preservation of endangered world cultural treasure? …

**5.** My English improved /didn’t improve doing this project because …

**6.** What did I learn about using the Internet?