**Assessment #7 - Oral Presentations**

**Program Assessment of Oral Proficiency in Spanish**

**Oral Presentation Rubric**

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|  | **ACTFL** **Standard** | **Approaches Standard****Score 6 (Intermediate High)****1** | **Meets Standard****Score 7 (Advanced Low)****2** | **Exceeds Standard****Score 8-10 (Advanced Mid and higher)****3** |
| **Presentational communication: Speaking** | 1a | Candidates deliver oralpre-planned presentationsdealing with familiartopics. They speak usingnotes, and they often read verbatim. They may speakin strings of sentencesusing basic vocabulary.They often focus more on the content of thepresentation rather thanconsidering the audience. | Candidates deliver oralpresentationsextemporaneously, withoutreading notes verbatim.Presentations consist offamiliar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They useextra-linguistic support asneeded to facilitate audience comprehension (e.g.,visuals). | Candidates deliver oralpresentations on a widevariety of topics, includingthose of personal interest.They speak in extendeddiscourse and usespecialized vocabulary.They use a variety ofstrategies to tailor thepresentation to the needsof their audience (e.g.,circumlocution, selectingappropriate level offormality). |
| **Content: Cultural knowledge and understandings** | 2a | Candidates cite examples of cultural practices, products, perspectives, but the examples reflect a cultural knowledge base that is still developing. | Candidates cite key cultural perspectives and provide support through description of products and practices. | Candidates view the targetculture as a system inwhich cultural perspectivesare reflected throughpractices and products. |
| **Dispositions for cultural learning** | 2a | Candidates base their ownand their students’ cultural work on familiar and factual cultural content. | Candidates integratecultural insights with thetarget language in itscommunicative functionsand content areas. Theywork to extend theirknowledge of culturethrough independent workand interactions with native speakers. | Candidates emphasizecultural concepts as theyteach language, analyze andsynthesize culturalinformation from authenticsources in various mediaand in relation to specificcommunities or audiences.They work to build a largerepertoire of culturalknowledge and experiences. |
| **Knowledge of literary and Cultural texts** | 2b | Candidates are aware ofmajor literary texts andhave read excerpts,abridgments, or reviews of those works and authors. | Candidates interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important inunderstanding the traditions of the cultures | Candidates interpret andsynthesize ideas and criticalissues from literary andother cultural texts thatrepresent the historical andcontemporary works of awide range of writers in awide range of forms andmedia. They interpret frommultiple viewpoints and traditions |