**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 oral  pre-planned presentations  dealing with familiar  topics. They speak using  notes, and they often read verbatim. They may speak  in strings of sentences  using basic vocabulary.  They often focus more on the content of the  presentation rather than  considering the audience. | Candidates deliver oral  presentations  extemporaneously, without  reading notes verbatim.  Presentations consist of  familiar 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 use  extra-linguistic support as  needed to facilitate audience comprehension (e.g.,visuals). | Candidates deliver oral  presentations on a wide  variety of topics, including  those of personal interest.  They speak in extended  discourse and use  specialized vocabulary.  They use a variety of  strategies to tailor the  presentation to the needs  of their audience (e.g.,  circumlocution, selecting  appropriate level of  formality). |
| **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 target  culture as a system in  which cultural perspectives  are reflected through  practices and products. |
| **Dispositions for cultural learning** | 2a | Candidates base their own  and their students’ cultural work on familiar and factual cultural content. | Candidates integrate  cultural insights with the  target language in its  communicative functions  and content areas. They  work to extend their  knowledge of culture  through independent work  and interactions with native speakers. | Candidates emphasize  cultural concepts as they  teach language, analyze and  synthesize cultural  information from authentic  sources in various media  and in relation to specific  communities or audiences.  They work to build a large  repertoire of cultural  knowledge and experiences. |
| **Knowledge of literary and Cultural texts** | 2b | Candidates are aware of  major literary texts and  have 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 in  understanding the traditions of the cultures | Candidates interpret and  synthesize ideas and critical  issues from literary and  other cultural texts that  represent the historical and  contemporary works of a  wide range of writers in a  wide range of forms and  media. They interpret from  multiple viewpoints and traditions |