Oral Presentation

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|  | **TARGET** | | | **ACCEPTABLE** | | | | **UNACCEPTABLE** | | |
| **5** | **4.5** | | **4** | **3.75** | | **3.5** | **2.75** | | **2** |
| **Content of Message** | Goes beyond the task & adds additional details that strengthen the message. | | Completes the task as given; content of responses appropriate. | | | Completes the main parts of the task, but misses some details; responses not fully pertinent. | | | Does not complete most of the task given and/or responses not pertinent to task. | |
| **Conversational Interaction** | Student always responds to peers, listens & asks follow- up questions, or volunteers additional information. | | Student usually responds to what peers say in a way that demonstrates that s/he listened to and understood what was said and that permits the conversation to continue naturally. | | | Student sometimes responds in a way that demonstrates that s/he listened to and understood what was said & sometimes permits the conversation to continue naturally. | | | Student makes no response or follow-up to what peers say & often blocks the conversation from continuing. | |
| **Comprehensibility / Pronunciation** | Responses are readily comprehensible, requiring no interpretation on the part of the listener and pronunciation enhances communication. | | Responses are comprehensible, requiring minimal interpretation on the part of the listener and/or pronunciation does not interfere with communication. | | | Responses are mostly comprehensible, requiring some interpretation on the part of the listener and/or pronunciation occasionally interferes with communication. | | | Responses are barely comprehensible and/or pronunciation frequently interferes with communication. | |
| **Vocabulary** | Vocabulary is always correct, appropriate, detailed, and immediately available to the student. No English is used. | | Vocabulary is usually correct, appropriate, detailed, and readily available to the student. No English is used. | | | Vocabulary is usually correct, appropriate, somewhat detailed, but there are some long pauses while the student searches for the correct word. Some English is used. | | | Vocabulary is basic and the same words are often repeated; student frequently pauses while searching for a word. Frequent use of English. | |
| **Structure / Grammar** | Language structure is always correct, appropriate, & immediately available to the student. | | Structure is usually correct, appropriate, & relatively quickly available to the student. | | | Structure shows some common errors but demonstrates an understanding. There are relatively lengthy pauses while the student searches for the way to articulate his/her thought. | | | Structure is not present; student makes frequent, lengthy pauses while searching for the way to articulate his/her thought. | |