#### Family Tree Rubric – Oral Presentation – Cuarta Parte

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| Scale  Criteria | 1  Empezando | | 2  Más o Menos | | 3  Bueno | | | 4  ¡Fenomenal! | |
| Vocabulario  (15)  MLI.IP1 | You use only basic vocabulary, forget critical vocabulary, and have many uncorrected errors.  1 2 3 4 5 6 7 | | You use mostly basic vocabulary, use little critical vocabulary and have several uncorrected errors.  8 9 10 | | You appropriately use vocabulary from this unit with few uncorrected errors  11 12 13 | | | You use extensive vocabulary form this unit, including extra expressions and excellent use of idiomatic expressions and full descriptions  14 15 | |
| Fluidez  (15)  MLI.P1  MLI.P2  MLI. IP2 | Stumbled through presentation, not understood at all by native speaker  1 2 3 4 5 6 7 | | Stumbled through, difficult to understand  8 9 10 | | A few pauses for self correction, minor errors that do not inhibit comprehension understood by sympathetic listener  11 12 13 | | | Speech flow was continuous and precise in relaying information easily understood by majority of listeners  14 15 | |
| Gramática  (20)  MLI. IP1  MLI.IP2 | Frequent errors in grammar make you extremely difficult to understand.  1 2 3 4 5 6 7 | | Frequent uncorrected errors impact understanding and communication  8 9 10 11 12 | | Some uncorrected errors that do not inhibit communication or understanding  13 14 15 16 17 | | | Few or no uncorrected errors and you are easily understood.  18 19 20 | |
| ¿Exitoso?  (15)  MLI.P1  MLI.P2 | Unable to effectively communicate any information about your family, not close to time requirement, Read straight from project, serious lack of preparation  1 2 3 4 5 6 7 | | Unable to effectively communicate sufficient information about your family. Shows little prior rehearsal – reading directly from project. Considerably short of meeting time requirement.  8 9 10 | | Able to communicate sufficient information about several generations of your family. Some reading from project but clear evidence of prior rehearsal.  6 7 8 | | | Able to thoroughly communicate information about several generations of your family. MINIMAL reading from project, clear evidence of prior rehearsal.  9 10 | |
| Uso del Español – Family portion *(Culture POV explanation the only use of English).* (15)  MLI.P1, MLI.P2 | You used mostly English in your presentation  1 2 3 4 5 6 7 | You used more English than Spanish in your presentation.  8 9 10 | | | You used mostly Esp. with only an occasional word of English that was not critical vocabulary.  6 7 8 | You completed your presentation entirely in Español, with no use of English. (*Names do not count as use of English)*  9 10 | | |
| Cultura – Punto de vista (10)  MLI.CCC1 MLI.CCC2 | Your response shows minimal or emerging understanding of both your cultural viewpoint and Hispanic Culture  1 2 3 4 | Response shows basic understanding of aspects of Hispanic Culture and of student’s own cultural viewpoint.  5 6 | | Response shows good understanding of many aspects of Hispanic Culture and of student’s own cultural viewpoint. Some critical thinking evident in analyzing the 2 cultures.  7 8 | | | Response shows thorough understanding of aspects of Hispanic Culture and of student’s own cultural viewpoint. There is evidence of consistent critical thinking in student’s explanation of own cultural viewpoint to A Hispanic person. 9 10 | |
| Comprensión (10)  MLI.IP1  MLI.IP2  MLI.P1  MLI.P2 | Peer review and Understanding sheet shows little comprehension of Classmates presentations  1 2 3 4 | Peer review and Understanding sheet shows basic comprehension of Classmates presentations  5 6 | | Peer review and Understanding sheet shows good comprehension of Classmates presentations  7 8 | | | Peer review and Understanding sheet shows full comprehension of Classmates presentations  9 10 | |

#### Family Tree Rubric – Written assessment - Tercera Parte

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| **Criteria** | **Does not meet or insufficient** | **Meets** | **Exceeds** |
| **Cumplimiento Básico- Task completion – Basic elements** | Missing Title, graphics, or both OR Title, graphics etc are inappropriate or in English.  3 2 1 0 | Title and graphics are included.  4 | Title, graphics and other visual elements are well done and enhance overall effect.  5 |
| **Cumplimiento Escrito -Task completion – Written elements** | Written paragraphs are incomplete, insufficient, inappropriate, or otherwise do not show mastery of related standards.  3 2 1 0 | All written paragraphs are complete and sufficient to meet basic requirements on ALL slide/scene/family member.  4 | All written paragraphs are complete and include more than the minimum requirements on EACH slide/scene/family member.  5 |
| **Veracidad del contenido/Content accuracy** | Facts given are inaccurate, unsupported, or otherwise inappropriate to task. OR Student does not sufficiently explain POV.  3 2 1 0 | Facts given are true and come from general knowledge. Student’s POV is explained, though it may not be easily understood  6 5 4 | All Cultural facts given are true and verified – research is evident. Student’s POV is well explained.  8 7 |
| **Uso del Español** | Use of English is extensive and mastery of Spanish is emerging or not evident.  3 2 1 0 | Majority of project is done in Spanish with minor use of English; Use of Spanish sufficiently shows mastery.  5 4 | Entire project is done in Spanish, only proper names are in English.  7 6 |
| **Empleo de Vocabulario** | Project does not use the appropriate vocabulary to demonstrate mastery.  3 2 1 0 | Written portions use appropriate level of vocabulary to demonstrate mastery.  6 5 4 | Written portions consistently use a variety of appropriate vocabulary and demonstrate mastery.  8 7 |
| **Empleo de Verbos** | Verb usage is inconsistent or incorrect and mastery is limited or not evident.  5 4 3 2 1 0 | Verbs are mostly used correctly and show some mastery.  8 7 6 | Verbs are consistently used correctly and show mastery of forms and meaning.  10 9 |
| **Estructura de Oraciones – Sentence Structure** | Sentence structure is inconsistent or consists mostly of simple declarative sentences. Some sentences may not be understood by a sympathetic audience.  9 8 7 6 5 0 | Written portions mostly use proper sentence structure. There is limited use of compound and complex sentences.  12 11 10 | Written portions consistently use proper sentence structure. There are both complex and compound sentences where appropriate.  15 14 13 |
| **Empleo de Pronombres, Adjetivos y Sustantivos (Concordancia)**  **Adjective/noun usage** | Use of adjectives and/or pronouns shows no regard for placement or agreement to modified nouns. Mastery is emerging or not evident.  9 8 7 6 5 0 | Some aspects of noun/adj/prn agreement are correct and evidence of mastery is present. Lacks consistency in modification for gender, number or has frequent errors in placement.  12 11 10 | Consistently uses proper forms for Noun/adjective/prn agreement. Consistently uses correct placement in the sentence. Mastery is very evident.  15 14 13 |
| **Expresiones Idiomáticas and Estructuras especiales** | Written portions show limited or no evidence of mastery in the use of the appropriate idiomatic expressions.  7 6 5 0 | Written portions show some evidence of mastery in the use of the appropriate idiomatic expressions.  10 9 8 | Written portions show full understanding and mastery of appropriate idiomatic expressions such as *gustar* .  12 11 |
| **Writing conventions** | Has no consistent use of conventions or frequent errors in conventions  2 1 0 | Mostly uses correct conventions such as punctuation and spelling.  4 3 | Always uses correct conventions, such as punctuation and spelling (including accent marks)  5 |
| **Graphics – originality** | Graphics used reflect an little student creativity in their creation, or they insufficiently relate to the information given.  3 2 1 | Graphics used reflect an appropriate degree of student creativity in their creation and they sufficiently relate to the information given.  4 | Graphics used reflect an exceptional degree of student creativity in their creation and they consistently relate to the information given.  5 |
| **Visual appeal** | The project is messy, layout is distracting and hard to follow, or design is poor and reflects insufficient effort.  3 2 1 | The project is attractive in terms of design, layout, and neatness and information is understood.  4 | The project is exceptionally attractive in terms of design, layout, and neatness and information is easily understood.  5 |