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| --- | --- | --- | --- | --- | --- |
|  | **Superior Proficiency** **(A/A-)** | **Advanced Proficiency (B+/B)** | **Adequate Proficiency** **(B-/C+)** | **Minimal Proficiency** **C/C-)** | **Deficient Proficiency** **(D/F)** |
| ***Task Completion*** | * Fully addresses and supersedes the task requirements
 | * Fully addresses and completes the task requirements
 | * Addresses and completes the task requirements
 | * Partially addresses and /or completes the task requirements
 | * Does not complete the task requirements
 |
| ***Topic Development*** | * Treatment of the topic is relevant and very well developed
* Ideas are very well organized and cohesive
* All or most all information is accurate
* Synthesis of information significantly outweighs summary or mere citations
* Accurate social and/or cultural references included
 | * Treatment of the topic is relevant and well developed
* Ideas are well organized and generally cohesive
* Information is generally accurate
* Synthesis of information outweighs summary or mere citations
* Generally accurate social and /or cultural references included
 | * Treatment of the topic is relevant
* Ideas are organized, with some cohesiveness
* Information is generally accurate, although there may e some inaccuracy or lack of precision
* Summary or mere citations of information may outweigh synthesis
* Somewhat accurate social and/or cultural references included
 | * Treatment of topic may be somewhat irrelevant
* Ideas may be inadequately organized
* Information may be limited or inaccurate
* There is little synthesis of the information
* Inaccurate social and/or cultural references may be included
 | * Treatment of the topic is somewhat irrelevant
* Ideas may be disorganized
* Information is very limited and mainly inaccurate
* There may be no synthesis of information
* Inaccurate social and/or cultural references included
 |
| ***Language Use*** | • Use and control of complex structures; very few errors, with no patterns. • Rich vocabulary used with precision. • Native like fluency. • Excellent pronunciation.  | • Use of complex structures, but may contain more than a few errors. • Very good vocabulary. • Fluent with few pauses and/or errors. • Very good pronunciation with few errors that do not impede comprehension.  | • Control of simple structures, with few errors; may use complex structures with little or no control. • Good range of vocabulary, but may have occasional interference from another language. • Somewhat fluent with occasional hesitance; some successful self-correction. • Good pronunciation with occasional errors that may affect comprehension.  | • Limited control of simple structures, with errors. • Narrow range of vocabulary; frequent interference from another language may occur. • Labored expression; minimal fluency. • Fair pronunciation, which affects comprehension.  | • Frequent errors in use of structures. • Few vocabulary resources; constant interference from another language. • Little to no fluency. • Poor pronunciation impedes comprehension.  |

**Darien High School**

**Department of World Languages**

***Oral Rubric***