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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***