

Name of person who evaluated my presentation: _____

Peer Assessment Guide: Oral Presentation

Use the following descriptions to assess your partner’s oral presentation. Listen carefully to what he/she says. Give him/her constructive feedback that focuses on the descriptors below.

Speaking Assessment Criteria*

1. Task completion

- My partner clearly understands and answers the question prompt.
- My partner shows that he/she understands well the cultures of the Spanish-speaking world using details and examples.
- My partner clearly compares and contrasts the culture in which he/she lives with the cultures of the Spanish-speaking world; he/she does not merely give a summary of both cultures.
- My partner’s presentation is organized; he/she does not ramble or jump from topic to topic.
- My partner uses transitional elements or cohesive devices (primero, además, en contraste, en conclusion, etc.).
- My partner speaks for two minutes.

Feedback: _____

2. Language Control

- My partner’s language is fully understandable; small errors do not impede communication.
- My partner uses a variety of vocabulary and *idiomatic expressions* (phrases that do not translate literally from one language to another).
- My partner uses good grammar, *syntax* (correct word order in sentences) and *usage* (correct word choices).
- My partner uses formal language and avoids using slang or casual language.
- My partner has good pronunciation and *intonation* (tone when making statements, exclamations, commands, asking questions, etc.)
- My partner uses clarification or self-correction when necessary to make his/her presentation more understandable.

Feedback: _____

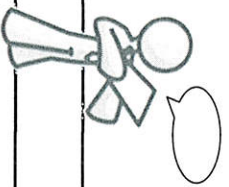
3. Take out your AP **presentational speaking rubric**. What grade do you give your partner

Task Completion = _____/5

Language Control = _____/5

*Descriptions are summarized from the AP Spanish Language and Culture Curriculum Guide, Fall 2013.

	5	4	3	2	1
Content	Communicates a clear and detailed message that is relevant to the topic.	Communicates a clear message that is relevant to the topic.	Communicates a message that is relevant to the topic.	Communicates a message that is somewhat relevant to the topic.	Communicates a message that is not relevant to the topic.
Organization	Communicates a clear and detailed message that is well organized and easy to follow.	Communicates a clear message that is well organized and easy to follow.	Communicates a message that is somewhat well organized and easy to follow.	Communicates a message that is not well organized and difficult to follow.	Communicates a message that is not organized and difficult to follow.
Language	Communicates a clear and detailed message using a wide range of vocabulary and idiomatic expressions.	Communicates a clear message using a variety of vocabulary and idiomatic expressions.	Communicates a message using a range of vocabulary and idiomatic expressions.	Communicates a message using a limited range of vocabulary and idiomatic expressions.	Communicates a message using a very limited range of vocabulary and idiomatic expressions.
Pronunciation	Communicates a clear and detailed message with excellent pronunciation and intonation.	Communicates a clear message with good pronunciation and intonation.	Communicates a message with fair pronunciation and intonation.	Communicates a message with poor pronunciation and intonation.	Communicates a message with very poor pronunciation and intonation.



AP Presentational Speaking Rubric

	5	4	3	2	1
<p>Task completion: Treatment of topic</p>	<p>Effective treatment of topic within the context of the task</p>	<p>Generally effective treatment of topic within the context of the task</p>	<p>Suitable treatment of topic within the context of the task</p>	<p>Unsuitable treatment of topic within the context of the task</p>	<p>Almost no treatment of topic within the context of the task</p>
<p>Task completion: Compare and Contrast</p>	<p>Clearly compares the student's own community with the target culture, including supporting details and relevant examples.</p>	<p>Compares the student's own community with the target culture, including some supporting details and mostly relevant examples.</p>	<p>Compares the student's own community with the target culture, including a few supporting details and examples.</p>	<p>Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development.</p>	<p>Presents information only about the student's own community or only about the target culture, and may not include examples; does not compare cultures.</p>
<p>Task completion: Understanding of target culture</p>	<p>Demonstrates understanding of the target culture, despite a few minor inaccuracies.</p>	<p>Demonstrates some understanding of the target culture, despite minor inaccuracies.</p>	<p>Demonstrates a basic understanding of the target culture, despite inaccuracies.</p>	<p>Demonstrates a limited understanding of the target culture, may include several inaccuracies.</p>	<p>Demonstrates minimal understanding of the target culture, generally inaccurate.</p>
<p>Task completion: Organization & Transition words</p>	<p>Effective use of transitional elements or cohesive devices</p>	<p>Organized presentation; some effective use of transitional elements or cohesive devices</p>	<p>Some organization; limited use of transitional elements or cohesive devices</p>	<p>Limited organization; ineffective use of transitional elements or cohesive devices</p>	<p>Little or no organization; absence of transitional elements and cohesive devices</p>
<p>Language control: Comprehensibility</p>	<p>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</p>	<p>Fully understandable, with some errors which do not impede comprehensibility</p>	<p>Generally understandable, with errors that may impede comprehensibility</p>	<p>Partially understandable, with errors that force interpretation and cause confusion for the listener</p>	<p>Barely understandable, with frequent or significant errors that impede comprehensibility</p>
<p>Language control: Vocabulary</p>	<p>Varied and appropriate vocabulary and idiomatic language</p>	<p>Varied and generally appropriate vocabulary and idiomatic language</p>	<p>Appropriate but basic vocabulary and idiomatic language</p>	<p>Limited vocabulary and idiomatic language</p>	<p>Very few vocabulary resources</p>
<p>Language control: Grammar, Syntax, Usage</p>	<p>Accuracy and variety in grammar, syntax, and usage, with few errors</p>	<p>General control of grammar, syntax, and usage</p>	<p>Some control of grammar, syntax, and usage</p>	<p>Limited control of grammar, syntax, and usage</p>	<p>Little or no control of grammar, syntax, and usage</p>
<p>Language control: Register (level of formality)</p>	<p>Mostly consistent use of register appropriate for the presentation.</p>	<p>Generally consistent use of register appropriate for the presentation, except for occasional shifts.</p>	<p>Use of register may be inappropriate for the presentation with several shifts.</p>	<p>Use of register is generally inappropriate for the presentation.</p>	<p>Minimal or no attention to register.</p>
<p>Language control: Pronunciation, Intonation, Pacing</p>	<p>Pronunciation, intonation, and pacing make the response fully comprehensible; errors do not impede comprehensibility</p>	<p>Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</p>	<p>Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</p>	<p>Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</p>	<p>Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</p>

Language control: Self-correction	Clarification or self-correction (if present) <u>improves</u> comprehensibility	Clarification or self-correction (if present) <u>usually improves</u> comprehensibility	Clarification or self-correction (if present) <u>sometimes improves</u> comprehensibility	Clarification or self-correction (if present) <u>usually does not improve</u> comprehensibility	Clarification or self-correction (if present) <u>does not improve</u> comprehensibility
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Presentational Speaking: Cultural Comparison

<p>You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.</p> <p>In your presentation, compare your own community to an area of the Spanish-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Spanish-speaking world. You should also organize your presentation clearly.</p>	<p>Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.</p> <p>En tu presentación, compara tu propia comunidad con una región del mundo hispanohablante que te sea familiar. Debes demostrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.</p>
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EJEMPLO:

Tema de la presentación:

¿Cómo han afectado los héroes nacionales la vida de las personas en tu comunidad?

Sample question

Compara tus observaciones acerca de las comunidades en las que has vivido con tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

Cultural Practices, Products, and Perspectives

Practices—are patterns of social interactions, behaviors. Practices involve the use of products. They represent the knowledge of “what to do when and where” (p. 50) and how to interact within a particular culture.

Products—are the tangible or intangible creations of a particular culture. They reflect a culture’s perspectives.

Tangible products: paintings, a cathedral, a piece of literature, a pair of chopsticks

Intangible products: an oral tale, a dance, a sacred ritual, a system of education, a law

Perspectives—the philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society. They represent a culture’s view of the world.

Examples of Practices:

rites of passage	the use of forms of discourse (e.g., use of formal vs. informal forms of address)	the use of space (norms of respect in social interactions)
the social “pecking order”	meal times	table manners
gestures and other nonverbal forms of communication	turn-taking (in conversation or in games)	playing behaviors
traditions related to holiday celebrations	shopping behaviors	socially appropriate behaviors for interviewing, dating, weddings, funerals, etc.

Examples of Products:

<u>Tangible</u>	<u>Intangible</u>
toys; household items; pottery	dance
musical instruments	music
traditional and contemporary dress	language
types of dwellings	literary styles/genres
foods; sports equipment	social, economic, political institutions (e.g., the educational system of a country)
literature	
artwork; tools	
political cartoons	

Examples of Perspectives:

youth valued over age or vice versa	importance of individual freedom; independence	importance of family
the belief that bigger is better	valuing of sports/entertainment over education	values attached to bilingualism, multilingualism, monolingualism
value of having (ownership)	belief that humans are part of the natural world and must respect and care for it	value associated with personal privacy

Examples of the relationship among the three:

Whatever the form of a cultural product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

In some Asian cultures, members are positioned (a *perspective*) on a hierarchical scale based on age, social status, education, or similar variables. In those cultures, the exchange of business cards (a *product*) that provides key information is a helpful *practice*. Because the cards facilitate social interaction and are treated with respect in those cultures, one should not scribble another name or phone number on the business card (taboo *practice*). The information on the card also directly affects the nonverbal behavior (*practice*) of those involved in the communicative interaction, as well as the choice of linguistic forms (*products*) that indicate status.

In the U.S., youth has traditionally been valued more than old age (a *perspective*). As a result, *products* that purport to prolong youth and vitality (e.g., face creams, high fiber breakfast cereals, and fitness equipment) have become an integral part of our culture. At the same time, *practices* that are perceived as prolonging youth and health are encouraged: school children have physical education to promote physical exercise; many invest in running shoes (*products*) or join a fitness club (*product*); some take extreme measures to look younger and have plastic surgery (*practice*) or wear clothes associated with a younger set (*products*).

In Spain, bread is considered a fundamental part of every meal (*perspective*). Fresh, long baguette-type loaves of bread (*products*) are baked and sold daily in panaderías (*products*). At the table, people break off (rather than slice) pieces of bread from the long loaves and often use the bread to scoop food onto eating utensils (*practices*). Butter isn't served with the bread (*practice*).

Source: National Standards for Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc.