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