

**Highland Falls - Fort Montgomery Central School District**  
**James I. O'Neill High School**

*Seal of Biliteracy Presentation Scoring Rubric*

Name of Candidate: \_\_\_\_\_ Language of Presentation: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Project Rubric</b>	<b>5 (Excellent)</b>	<b>4 (Proficient)</b>	<b>3 (Competent)</b>	<b>2( Developing)</b>	<b>1 (Emergent)</b>
<b>Development of the Topic</b>	All components of the prompt are developed in a cohesive, coherent and well-organized essay/presentation that includes a variety of relevant examples and details, and evidence of robust research in target language.	All components of the prompt are developed appropriately in an organized essay/presentation that includes relevant details and examples, and evidence of adequate research in target language.	Most components of the prompt are developed appropriately in an organized essay/presentation that includes some relevant details and examples, and evidence of appropriate research in target language.	Some components of the prompt are developed in a simple essay/presentation that may be repetitive or disorganized. Topic may be underdeveloped due to lack of relevant details and examples, exhibiting inadequate research in target language.	Most components of the prompt are not addressed or addressed inappropriately. Response may be disorganized, inaccurate, repetitive and/or underdeveloped, and there is little/no evidence of research in target language.
<b>Language Structure and Complexity</b>	Written and oral presentations demonstrate consistent and appropriate use of a variety of structures, including idioms. Creation of intended message to inform, explain, persuade, or narrate is clearly communicated. No repetitive structure can be identified.	Written and oral presentations demonstrate consistent and appropriate use of a sentence structures, with intended message to inform, explain, persuade, or narrate present. Some repetitive structure can be identified. Minimal errors do not interfere with comprehension.	Written and oral presentations demonstrate generally appropriate use of language that may lack variety or complexity. Repetitive sentence structures and errors that generally do not interfere with comprehension.	Written and oral presentations use only basic, simple structure. Frequent errors may interfere with comprehension.	Written and oral presentations present numerous errors that impede communication.
<b>Vocabulary</b>	Precise use of a rich variety of vocabulary that apply an understanding from within the cultural mindset or perspective.	Accurate use of general vocabulary. Occasional use of specific or varied vocabulary. Usage in generally correct and demonstrates an understanding of the cultural mindset.	Appropriate use of vocabulary that may be repetitive with some errors in word choice.	Limited vocabulary. Frequent errors in word choice may interfere with comprehension.	Insufficient vocabulary to address the prompt. Frequent usage errors impede communication.
<b>Conventions and Grammar</b>	Excellent command of conventions: spelling, punctuation, subject-verb agreement, quantity and gender agreement, verb tense and aspect.	Generally correct use of conventions: spelling, punctuation, subject-verb agreement, quantity and gender agreement, with occasional errors.	Some errors in conventions: spelling, punctuation, subject-verb agreement, quantity and gender agreement, that do not interfere with comprehension	Frequent errors in the use of conventions: spelling, punctuation, subject-verb agreement, quantity and gender agreement. May interfere with comprehension.	Communication is impeded by numerous errors in the use of conventions.
<b>Oral Fluency/Responses</b>	Responses are highly fluent, with excellent pronunciation. Register is highly appropriate.	Responses are fluent, very good pronunciation. Generally appropriate register.	Responses are mostly fluent but may include some hesitancy and self-correction.	Responses are labored and very hesitant, showing minimal fluency. Pronunciation errors	Demonstrates little to no fluency, with frequent pronunciation errors that

<b>to Questions</b>	Nuanced adjustments and clarifications are made accordingly to negotiate meaning.	Appropriate adjustments made to negotiate meaning.	Pronunciation is good and register is generally appropriate but may have some inconsistencies.	affect comprehension, and register may be inappropriate or inconsistent.	impede comprehension. Minimal or no attention to register.
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