|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds (10) | Above Average  (8-9) | Average (7) | Does not Meet (5) |
| **Preparedness** | Excellent performance and outstanding preparation evident. Student could not have done better. | Good performance. A little more practice needed. | Some difficulty with performance, which could have been avoided with more practice. | Obvious performance issues due to a lack of practice. |
| **Speaking/Performing Presence** | Confident and engaging. Facial expression and body language are great. Engages audience consistently.  Student could not have done better. | Confident and engaging. OK/Good facial expression and body language.  Engages audience consistently. | Somewhat confident. Body language and facial expressions appropriate, but inconsistent. Audience engagement also inconsistent. | Visibly uncomfortable or unprepared. Did not look at audience. Little to no audience engagement. |
| **Topic Overview**  **(English - memorized)** | Gave a thorough and appropriate over-view of the topic that showed excellent knowledge and understanding of the topic. | Gave an overview of the topic, but may have left off a few important details. Students show good understanding of the topic. | Gave an overview, but the information was limited or vague. Left off several important details or seems like we gave minimal effort on this portion. Shows minimal advanced preparation. | Did not include an overview or the information given showed minimal or no research. Seems like the information “came off the top of your head” and was not prepared in advance. Information is given “off the cuff”. |
| **Comprehensibility**  **(Performance Goal will vary group to group)** | The goal of my performance is completely evident and its relation to the Hispanic culture is 100% evident.  Topic is not Americanized. | My performance goal is evident, but its relation to the Hispanic culture may not be 100% clear or the topic has Americanized features. | My performance goal may not be clear; its relation to the Hispanic culture is a stretch and/or is an Americanized topic. | My performance goal is questionable and has little to no relation to the Hispanic culture. |
| **Length/Timing**  **(determined on an individual basis)** | I completed my assignment at the specifications my teacher and I discussed. |  |  | I made adjustments to my presentation length without approval from my teacher. |

Presentational topics / Performance without approval from their teacher will receive a 0.

Group members will be graded on an individual performance basis. All group members should participate in the topic overview.

**Honors Spanish 2 Talent Show**

Students will present a talent of their choice. Students may choose any talent that relates to the Spanish Culture. Just a few examples:

memorize poetry or dramatic monologue by a Spanish writer

sing (in Spanish) live for the class

play a Spanish melody on an instrument (live or recorded, depending on the instrument)

form a musical ensemble and perform for the class

learn to dance, choreograph a routine and perform for the class (Latin music)

**Important Dates:**

* The talent show will be on Thursday, Dec. 12, 2019. All students will present in class, that day, regardless of preparedness. Unexcused absences on this date will result in a 0 on the presentation.
* Topic Approval – Must be done with your teacher by the end of class these days:
  + Preliminary Topic Idea – Tuesday, December 3
  + Deadline to Change Topic / Finalize Performance Piece – Friday, December 6

\*After Friday, Dec 6, all topics, content and performance details are firm. No changes can be made for any reason.

**Topic Overview –** As part of the assignment, students will give **an overview of their performance topic**, in English, to introduce their performance. The overview should include **a detailed history and significant information to solidify the relation of the topic to the Spanish culture. ALL group members should participate in the topic overview and the information should be memorized.**

**Standards addressed with this presentation:**

MLII.P2

The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs.

MLII.CU1

The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

1. Participate in real or simulated cultural events.

MLII.CCC5 and MLVII.CCC4

The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

MLVII.P2

The students present stories, poems, skits, short plays, and/or speeches in the target language.