**Discurso Improvisado**

Estudiante \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Etiqueta \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A - Student has learned Spanish exclusively in the classroom

B - Student has limited outside experience in Spanish

C - Student has extensive experience in Spanish, but whose Spanish is somewhat Anglicized

D - Native speaker

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Communicates Ideas Effectively** | The student expresses very limited ideas on the topic and/or demonstrates excessive repetition. | The student puts several related ideas together but demonstrates repetition and/or runs out of ideas on the topic. | The student can express many related ideas with little repetition and shows little evidence of running out of ideas on the topic. | The student can express a wealth of related ideas without repetition and does not run out of ideas to express on the given topic. |
| **Variety of Vocabulary** | The student uses very limited vocabulary, often repeating word choices or choosing incorrect words; errors impede comprehensibility. | The student remains within a limited range of correctly used vocabulary and/ or at times chooses incorrect word; errors could impede comprehensibility. | The student uses a great deal of vocabulary to express ideas, and the vocabulary is used correctly; few errors. | The student uses a variety of appropriate higher-level vocabulary choices that reflect a grasp of the topic and language; makes few, minor errors if any. |
| **Structure/Agreement** | The student uses only basic levels of the language correctly and/ or makes several errors that greatly impede comprehensibility | The student uses some of the required/ expected language choices, but remains at a more basic level of the language. Some errors that do not greatly impede comprehension. | The student uses required/ expected language choices appropriate to topic and level. Mostly correct with few errors that do not impede comprehensibility. | The student uses a variety of higher-level languages choices, including complex grammar, higher level vocabulary, and multiple conjugations; makes few, minor errors if any. |
| **Pronunciation/Stress** | The student must improve tone, pronunciation and/ or effort. May not be understood by a sympathetic listener. | The student needs some improvement on tone, pronunciation and/ or effort. Comprehensible to a sympathetic listener. | The student has good pronunciation, tone and effort. Mostly comprehensible. | The student has excellent pronunciation, tone and effort; Very comprehensible |
| **Effective Use of Time** | The student speaks for 1 minute or less and/or has fragmented speech. | The student speaks for about 1.5 minutes and/or has frequent pausing. | The student comes up slightly short and/or has occasional pausing. | The student speaks for the entire time. |

Official Time \_\_\_\_\_\_\_\_\_\_

Total points from this judge \_\_\_\_\_\_\_\_\_\_

Bien = 1-5

Notable = 6-10

Excelente = 11-15

Sobresaliente =16-20