**Presentational Speaking: Travel & Food Presentation**

**Your presentation should detail (these 5 elements make up the 1st bullet point in each section):**

1. Detailed descriptions of how you traveled to the country and within the country and associated costs.
2. Lodging and associated costs. (When listing costs provide both USD & whatever currency is used in your country)
3. Historical context / significance of places visited
4. Description of the places visited, what activities were done there, cost to visit. Include example photos or videos.
5. 1 meal with their sides well-described with ingredients and how it’s made. Include example photos or videos.

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|  **5****Strong** | • Effective treatment of topic within the context of the task (all elements present with frequent elaboration of details)• Presentation is well-rehearsed and memorized. Slides only contain minimal bullet points/text • Organized presentation; effective use of transitional elements or cohesive devices• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility• Varied and appropriate vocabulary and idiomatic language• Accuracy and variety in grammar, syntax, and usage, with few errors• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility• Clarification or self-correction (if present) improves comprehensibility |
| **4****Good** | • Generally effective treatment of topic within the context of the task (all elements present, but only show a basic depth of knowledge)• Presentation has been practiced and mostly memorized. Slides contain more text than should be there, and student may rely too heavily on slide information during presentation• Organized presentation; some effective use of transitional elements or cohesive devices• Fully understandable, with some errors which do not impede comprehensibility• Varied and generally appropriate vocabulary and idiomatic language• General control of grammar, syntax, and usage• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility• Clarification or self-correction (if present) usually improves comprehensibility |
| **3****Fair** | • Suitable treatment of topic within the context of the task (most or all elements present, but too basic and not enough information)• Presentation has been somewhat practiced memorized. Slides contain too much text (conjugated verbs, sentences, etc.), and student relies too heavily on slide information while presenting or is clearly using outside prompts.• Some organization; limited use of transitional elements or cohesive devices• Generally understandable, with errors that may impede comprehensibility• Appropriate but basic vocabulary and idiomatic language• Some control of grammar, syntax, and usage• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility• Clarification or self-correction (if present) sometimes improves comprehensibility |
| **2****Weak** | • Unsuitable treatment of topic within the context of the task (lacking important content elements in the presentation)• Presentation shows a lack of rehearsal and memorization. Slides contain excessive text, and student is clearly reading from outside prompts or the slides themselves• Limited organization; ineffective use of transitional elements or cohesive devices• Partially understandable, with errors that force interpretation and cause confusion for the listener• Limited vocabulary and idiomatic language• Limited control of grammar, syntax, and usage• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility• Clarification or self-correction (if present) usually does not improve comprehensibility |
| **1****Poor** | • Almost no treatment of topic within the context of the task (lacking significant amounts of required information)• Clear lack of preparation and memorization. Student reads from slides, and slides contain full sentences and excessive text.• Little or no organization; absence of transitional elements and cohesive devices• Barely understandable, with frequent or significant errors that impede comprehensibility• Very few vocabulary resources• Little or no control of grammar, syntax, and usage• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility• Clarification or self-correction (if present) does not improve comprehensibility |
| **0****Unacceptable** | • Presentation incomplete or missing• No transitional elements• Incomprehensible due to pronunciation, lack of vocabulary, or grammatical errors• Lacks appropriate vocabulary or language resources• Not presented in Spanish |

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