**A Love Song**

| **Descriptors** | **1 - Beginning** | **2 - Approaching** | **3 - Developing** | **4 - Capable** | **5 - Experienced** | **6 - Exceptional** |
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| **Information Quality**  **(30%)**  The extent to which a student includes comprehensive and accurate information in their presentation and addressed all research questions. | Does not provide sufficient information; fails to address research questions accurately. | Provides minimal information; many research questions are unanswered or inaccurately addressed. | Answers some research questions; several significant inaccuracies or omissions. | Provides basic answers to research questions; some inaccuracies or omissions are present. | Answers most research questions accurately; demonstrates clear understanding with minor omissions. | Provides detailed and accurate answers to all research questions; information is presented clearly and comprehensively. |
| **Translation Accuracy**  **(20%)**  The extent to which a student accurately translates the lyrics from Spanish to English. | Translation is incorrect or so minimal it fails to represent the original lyrics. | Translation is largely inaccurate; fails to convey the original meaning of the lyrics. | Translation contains significant errors; key elements of the original lyrics are lost or misrepresented. | Translation is generally accurate but contains several errors or loses some nuances. | Mostly accurate translation with minor errors or omissions. | Translation is highly accurate, capturing the essence and nuances of the original lyrics. |
| **Personal Reflection**  **(15%)**  The extent to which a student includes a thoughtful personal reflection about their chosen song. | Does not include a personal reflection or it is irrelevant. | Provides minimal reflection; fails to adequately explain choices or learning aspects. | Reflection is vague; lacks clear explanations for choices; minimal insight into learning aspects. | Offers a basic reflection; explains the choice and alternate name with limited depth; mentions learning aspects. | Provides a clear reflection; adequately explains the choice, suggests an alternate name, and mentions learning about language or culture. | Provides a thorough and insightful reflection; clearly explains the choice of song, proposes a thoughtful alternate name, and articulates what was learned about Spanish language or culture. |
| **Presentation Elements**  **(20%)**  The extent to which a student includes all required elements in the presentation, including visual elements, citations, and a title slide. | Presentation is missing or does not include any required elements. | Presentation lacks most required elements; does not meet basic criteria. | Presentation lacks several required elements (e.g., fewer than five slides, missing visual elements). | Nearly meets all requirements but may miss one element (e.g., only two visual elements). | Meets the minimum slide requirement; includes a title slide, three visual elements, and proper citations. | Presentation exceeds the minimum slide requirement; includes a title slide, more than three visual elements, and proper citations. |
| **Spelling, Grammar, and Punctuation**  **(15%)**  The extent to which a student's presentation is free of spelling, grammar, and punctuation errors. | Presentation is riddled with spelling, grammar, and punctuation errors, severely impeding comprehension. | Numerous spelling, grammar, or punctuation errors make the presentation difficult to understand. | Contains several spelling, grammar, or punctuation errors that affect clarity. | Has some noticeable spelling, grammar, or punctuation errors, but they do not impede understanding. | Contains only minor spelling, grammar, or punctuation errors. | Presentation is free of spelling, grammar, and punctuation errors. |