

## RUBRICS

### I. Speaking.

EVALUATION CRITERIA					GRADE DETAILS
<p style="text-align: center;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Elaboration of task</li> <li>✓ Highly-detailed</li> <li>✓ High-level of complexity</li> <li>✓ Variety of complex sentences</li> <li>✓ Takes risks</li> <li>✓ Use of dialogue</li> <li>✓ Pronunciation approaches native</li> </ul>	<p style="text-align: center;"><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>✓ Full completion of task</li> <li>✓ Developed with more detail</li> <li>✓ Variety of compound sentences</li> <li>✓ Use of indirect dialogue</li> <li>✓ Pronunciation influenced by native language</li> </ul>	<p style="text-align: center;"><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Comprehensible</li> <li>✓ Minimal completion of task</li> <li>✓ Variety of complete sentences</li> <li>✓ Organized</li> <li>✓ Developed, though lacks detail</li> <li>✓ Pronunciation begins to hinder comprehensibility</li> </ul>	A		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>A</b> Expert</p> <p style="text-align: center;">Consistent evidence of basic, intermediate, and advanced elements.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>B</b> Advanced</p> <p style="text-align: center;">Consistent evidence of basic and intermediate elements.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>C</b> Intermediate</p> <p style="text-align: center;">Consistent evidence of basic elements</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>D</b> Novice</p> <p style="text-align: center;">Some evidence of basic elements.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>F</b> Beginner</p> <p style="text-align: center;">Little evidence of basic elements.</p> </div>
<p style="text-align: center;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Extended vocabulary</li> <li>✓ Wide variety of vocabulary</li> <li>✓ Vocabulary extends topic</li> </ul>	<p style="text-align: center;"><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>✓ Wide use of targeted vocabulary</li> <li>✓ Little repetition of vocabulary</li> <li>✓ Vocabulary completes but does not extend topic</li> </ul>	<p style="text-align: center;"><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Some use of targeted vocabulary</li> <li>✓ Repetition evident</li> </ul>	A		
<p style="text-align: center;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Object pronouns</li> <li>✓ SER vs. ESTAR</li> <li>✓ Preterite vs. Imperfect</li> <li>✓ Preterite stem-changers</li> <li>✓ Common irregular preterites</li> <li>✓ Uncommon irregular preterites</li> <li>✓ Verbs &amp; objects after prepositions</li> <li>✓ Simple reflexive verbs</li> <li>✓ Self-corrects errors</li> </ul>	<p style="text-align: center;"><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>✓ Adjective endings</li> <li>✓ GUSTAR &amp; similar verbs</li> <li>✓ Compound verbs</li> <li>✓ Present-tense stem-changers</li> <li>✓ Irregular present tense</li> <li>✓ Regular Preterite tense</li> <li>✓ Common irregular preterites</li> <li>✓ Imperfect tense</li> <li>✓ Verbs after prepositions</li> <li>✓ Errors do not hinder overall comprehensibility</li> </ul>	<p style="text-align: center;"><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Proper word order</li> <li>✓ Regular present tense</li> <li>✓ Immediate future</li> <li>✓ Errors begin to hinder comprehensibility</li> </ul>	A		
<p><b>NOTE:</b> If sample does not address the task at least half the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>					
<p><b>TARGETS:</b> objective   objective   objective</p>					

### II. Writing.

EVALUATION CRITERIA					GRADE DETAILS
<p style="text-align: center;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Elaboration of task</li> <li>✓ Highly-detailed</li> <li>✓ High-level of complexity</li> <li>✓ Variety of complex sentences</li> <li>✓ Takes risks</li> <li>✓ Use of dialogue</li> </ul>	<p style="text-align: center;"><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>✓ Full completion of task</li> <li>✓ Developed with more detail</li> <li>✓ Variety of compound sentences</li> <li>✓ Use of indirect dialogue</li> </ul>	<p style="text-align: center;"><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Comprehensible</li> <li>✓ Minimal completion of task</li> <li>✓ Variety of complete sentences</li> <li>✓ Organized</li> <li>✓ Developed, though lacks detail</li> </ul>	A		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>A</b> Expert</p> <p style="text-align: center;">Consistent evidence of basic, intermediate, and advanced elements.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>B</b> Advanced</p> <p style="text-align: center;">Consistent evidence of basic and intermediate elements.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>C</b> Intermediate</p> <p style="text-align: center;">Consistent evidence of basic elements</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>D</b> Novice</p> <p style="text-align: center;">Some evidence of basic elements.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>F</b> Beginner</p> <p style="text-align: center;">Little evidence of basic elements.</p> </div>
<p style="text-align: center;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Extended vocabulary</li> <li>✓ Wide variety of vocabulary</li> <li>✓ Vocabulary extends topic</li> <li>✓ Spelling/accents fairly accurate</li> </ul>	<p style="text-align: center;"><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>✓ Wide use of targeted vocabulary</li> <li>✓ Little repetition of vocabulary</li> <li>✓ Vocabulary completes but does not extend topic</li> <li>✓ Few spelling/accent errors</li> </ul>	<p style="text-align: center;"><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Some use of targeted vocabulary</li> <li>✓ Repetition evident</li> <li>✓ Some spelling/accent errors</li> </ul>	A		
<p style="text-align: center;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Object pronouns</li> <li>✓ SER vs. ESTAR</li> <li>✓ Preterite vs. Imperfect</li> <li>✓ Preterite stem-changers</li> <li>✓ Common irregular preterites</li> <li>✓ Uncommon irregular preterites</li> <li>✓ Verbs &amp; objects after prepositions</li> <li>✓ Simple reflexive verbs</li> <li>✓ Self-corrects errors</li> </ul>	<p style="text-align: center;"><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>✓ Adjective endings</li> <li>✓ GUSTAR &amp; similar verbs</li> <li>✓ Compound verbs</li> <li>✓ Present-tense stem-changers</li> <li>✓ Irregular present tense</li> <li>✓ Regular Preterite tense</li> <li>✓ Common irregular preterites</li> <li>✓ Imperfect tense</li> <li>✓ Verbs after prepositions</li> <li>✓ Errors do not hinder overall comprehensibility</li> </ul>	<p style="text-align: center;"><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Proper word order</li> <li>✓ Regular present tense</li> <li>✓ Immediate future</li> <li>✓ Errors begin to hinder comprehensibility</li> </ul>	A		
<p><b>NOTE:</b> If sample does not address the task at least half the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>					
<p><b>TARGETS:</b> objective   objective   objective</p>					

# Spanish 1

## SPANISH 1|Writing

EVALUATION CRITERIA		
<b>Fluency &amp; Content</b>		
<u>Advanced</u>	<u>Basic</u>	A
Rich detail	Comprehensible	B
Complex sentences	Complete sentences	C
Length exceeds minimum	Organized	D
	Developed, though lacks detail	F
	Minimum length	
<b>Vocabulary Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Extended vocabulary usage	Accurate basic vocabulary usage	B
Wide variety of vocabulary	Lacks variety in vocabulary usage	C
Spelling/accents are fairly accurate	May have incorrect spelling/accents	D
		F
<b>Structure Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Irregular verbs	Object pronouns	B
Gustar	Past vs. Present	C
Stem-changing verbs	Past tense	D
Compound verbs	Word Order	F

**NOTE:** If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.

TARGETED VOCABULARY:

TARGETED STRUCTURES:

## SPANISH 1|Speaking

EVALUATION CRITERIA		
<b>Fluency &amp; Content</b>		
<u>Advanced</u>	<u>Basic</u>	A
Rich detail	Comprehensible	B
Complex sentences	Complete sentences	C
Length exceeds minimum	Developed, though lacks detail	D
Accurate pronunciation	Minimum length	F
<b>Vocabulary Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Extended vocabulary usage	Accurate basic vocabulary usage	B
Wide variety of vocabulary	Lacks variety in vocabulary usage	C
		D
		F
<b>Structure Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Irregular verbs	Object pronouns	B
Gustar	Past vs. Present	C
Stem-changing verbs	Past tense	D
Compound verbs	Word Order	F

**NOTE:** If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.

TARGETED VOCABULARY:

TARGETED STRUCTURES:

GRADE DETAILS
<b>A</b> <b>Expert</b> Consistent evidence of both basic and advanced elements
<b>B</b> <b>Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements
<b>C</b> <b>Intermediate</b> Consistent evidence of basic elements
<b>D</b> <b>Novice</b> Some evidence of basic elements
<b>E</b> <b>Beginner</b> Little evidence of basic elements

GRADE DETAILS
<b>A</b> <b>Expert</b> Consistent evidence of both basic and advanced elements
<b>B</b> <b>Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements
<b>C</b> <b>Intermediate</b> Consistent evidence of basic elements
<b>D</b> <b>Novice</b> Some evidence of basic elements
<b>E</b> <b>Beginner</b> Little evidence of basic elements

**A quality writing sample...**

- ✓ satisfies the task by connecting all ideas to the task/purpose and exhibiting a logical and coherent sequence of ideas
- ✓ is comprehensible, is in Spanish, and is of sufficient length to address the task
- ✓ exhibits a mastery of vocabulary by incorporating a wide variety of relevant and accurate vocabulary
- ✓ exhibits a mastery of Spanish structures by using correct verb forms, correct word-order, and spelling words accurately
- ✓ exhibits a high level of complexity including giving many relevant details, using much extended vocabulary (vocabulary presented in class but not required to learn), and using many advanced structures (2-part verbs, object pronouns, complex sentences).

**Degree to which student exemplifies above characteristics:**

A Expert	B Advanced	C Intermediate	D Novice	F Beginner
Consistently	Mostly	Sometimes	Rarely	Not at all
NOTE: If writing sample does not address the task, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.				
<b>COMMENTS:</b> ✓ Need to focus on addressing task ✓ Need to focus on idea development ✓ Need to focus on sequence of ideas		✓ Need to focus on increasing length ✓ Need to focus on basic vocabulary ✓ Need to focus on verb forms ✓ Need to focus on word-order ✓	✓ Need to focus on spelling/accents ✓ Need to focus on adding details ✓ Need to focus on extended vocabulary ✓ Need to focus on advanced structures ✓	

**A quality speaking sample...**

- ✓ satisfies the task by connecting all ideas to the task/purpose and exhibiting a logical and coherent sequence of ideas
- ✓ is comprehensible, is in Spanish, flows easily with little hesitation, has accurate pronunciation, and is of sufficient length to complete task
- ✓ exhibits a mastery of vocabulary by incorporating a wide variety of relevant and accurate vocabulary
- ✓ exhibits a mastery of Spanish structures by using correct verb forms and correct word-order
- ✓ exhibits a high level of complexity including giving many relevant details, using much extended vocabulary (vocabulary presented in class but not required to learn), and using many advanced structures (2-part verbs, object pronouns, complex sentences).

**Degree to which student exemplifies above characteristics:**

A Expert	B Advanced	C Intermediate	D Novice	F Beginner
Consistently	Mostly	Sometimes	Rarely	Not at all
NOTE: If speaking sample does not address the task, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.				
<b>COMMENTS:</b> ✓ Need to focus on addressing task ✓ Need to focus on idea development ✓ Need to focus on sequence of ideas ✓ Need to focus on increasing length		✓ Need to focus on eliminating hesitation ✓ Need to focus on accurate pronunciation ✓ Need to focus on basic vocabulary ✓ Need to focus on verb forms	✓ Need to focus on word-order ✓ Need to focus on adding details ✓ Need to focus on extended vocabulary ✓ Need to focus on advanced structures	

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Writing

ELEMENTS	A Expert	B Advanced	C Intermediate	D Novice	F Beginner
<b>Fluency &amp; Content</b> <ul style="list-style-type: none"> <li>• Basic                             <ul style="list-style-type: none"> <li>✓ Comprehensible</li> <li>✓ Complete sentences</li> <li>✓ Organized</li> <li>✓ Developed w/o detail</li> <li>✓ Minimum length</li> </ul> </li> <li>• Advanced                             <ul style="list-style-type: none"> <li>✓ Rich detail</li> <li>✓ Complex sentences</li> <li>✓ Length exceeds min</li> </ul> </li> </ul>	Writing is comprehensible; organized; very well developed with rich detail, far exceeds minimum length requirements; and extensive use of complex sentences is evident.	Writing is comprehensible; organized; developed with some detail; exceeds minimum length requirements; and emergent use of complex sentences is evident.	Writing is comprehensible; organized; in complete, though simple sentences; developed, though lacks detail; and meets minimum length requirements.	Writing is somewhat comprehensible; less organized; may not be in complete sentences; lacks development; and/or may not meet minimum length requirements.	Writing is not comprehensible; lacks organization; may not be in complete sentences; lacks development; and/or may not meet minimum length requirements.
<b>Vocabulary Usage</b> <ul style="list-style-type: none"> <li>• Basic                             <ul style="list-style-type: none"> <li>✓ Required vocabulary</li> <li>✓ Accurate</li> <li>✓ Some variety</li> </ul> </li> <li>• Advanced                             <ul style="list-style-type: none"> <li>✓ Extended Vocabulary</li> <li>✓ Wide variety</li> <li>✓ Spelling/Accents</li> </ul> </li> </ul>	Writing exhibits a wide variety of basic vocabulary; spelling and accents are quite accurate; and extensive use of advanced vocabulary is evident.	Writing exhibits more variety of basic vocabulary; spelling and accents are fairly accurate; and emerging use of advanced vocabulary is evident.	Writing exhibits some variety of basic vocabulary though may lack accurate spelling or accent use.	Writing exhibits some knowledge of basic vocabulary; lacks variety; inaccurate spelling or accents begin to impede comprehension.	Writing exhibits little knowledge of basic vocabulary, lacks variety and/or spelling and accent use impedes comprehension.
<b>Structure Usage</b> <ul style="list-style-type: none"> <li>• Basic                             <ul style="list-style-type: none"> <li>✓ Present tense</li> <li>✓ Simple future</li> <li>✓ Word order</li> </ul> </li> <li>• Advanced                             <ul style="list-style-type: none"> <li>✓ Irregular verbs</li> <li>✓ Stem-changing verbs</li> <li>✓ Compound verbs</li> <li>✓ Object pronouns</li> <li>✓ Past tense</li> </ul> </li> </ul>	Writing exhibits mastery of basic structures and word order, and extensive use of advanced structures is evident.	Writing exhibits mastery of basic structures and word order, and emerging use of advanced structures is evident.	Writing exhibits mastery of basic structures and word-order, though little or no evidence of advanced structures is apparent.	Writing exhibits some knowledge of basic structures including present and simple future tenses and word-order.	Writing exhibits little knowledge of basic structures including present and simple future tenses and word order.
<p><b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>					

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Speaking

ELEMENTS	A Expert	B Advanced	C Intermediate	D Novice	F Beginner
<b>Fluency &amp; Content</b> <ul style="list-style-type: none"> <li>• Basic                             <ul style="list-style-type: none"> <li>✓ Comprehensible</li> <li>✓ Complete sentences</li> <li>✓ Developed w/o detail</li> <li>✓ Minimum length</li> </ul> </li> <li>• Advanced                             <ul style="list-style-type: none"> <li>✓ Rich detail</li> <li>✓ Complex sentences</li> <li>✓ Little hesitation</li> <li>✓ Accurate pronunciation</li> </ul> </li> </ul>	Speaking is comprehensible; organized; very well developed with rich detail, far exceeds minimum length requirements; and extensive use of complex sentences is evident.	Speaking is comprehensible; organized; developed with some detail; exceeds minimum length requirements; and emergent use of complex sentences is evident.	Speaking is comprehensible; organized; in complete, though simple sentences; developed, though lacks detail; and meets minimum length requirements.	Speaking is somewhat comprehensible; less organized; may not be in complete sentences; lacks development; and/or may not meet minimum length requirements.	Speaking is not comprehensible; lacks organization; may not be in complete sentences; lacks development; and/or may not meet minimum length requirements.
<b>Vocabulary Usage</b> <ul style="list-style-type: none"> <li>• Basic                             <ul style="list-style-type: none"> <li>✓ Required vocabulary</li> <li>✓ Accurate</li> <li>✓ Some variety</li> </ul> </li> <li>• Advanced                             <ul style="list-style-type: none"> <li>✓ Extended Vocabulary</li> <li>✓ Wide variety</li> </ul> </li> </ul>	Speaking exhibits a wide variety of basic vocabulary; spelling and accents are quite accurate; and extensive use of advanced vocabulary is evident.	Speaking exhibits more variety of basic vocabulary; spelling and accents are fairly accurate; and emerging use of advanced vocabulary is evident.	Speaking exhibits some variety of basic vocabulary though may lack accurate spelling or accent use.	Speaking exhibits some knowledge of basic vocabulary; lacks variety; inaccurate spelling or accents begin to impede comprehension.	Speaking exhibits little knowledge of basic vocabulary, lacks variety and/or spelling and accent use impedes comprehension.
<b>Structure Usage</b> <ul style="list-style-type: none"> <li>• Basic                             <ul style="list-style-type: none"> <li>✓ Present tense</li> <li>✓ Simple future</li> <li>✓ Word order</li> </ul> </li> <li>• Advanced                             <ul style="list-style-type: none"> <li>✓ Irregular verbs</li> <li>✓ Stem-changing verbs</li> <li>✓ Compound verbs</li> <li>✓ Object pronouns</li> <li>✓ Past tense</li> </ul> </li> </ul>	Speaking exhibits mastery of basic structures and word order, and extensive use of advanced structures is evident.	Speaking exhibits mastery of basic structures and word order, and emerging use of advanced structures is evident.	Speaking exhibits mastery of basic structures and word-order, though little or no evidence of advanced structures is apparent.	Speaking exhibits some knowledge of basic structures including present and simple future tenses and word-order.	Speaking exhibits little knowledge of basic structures including present and simple future tenses and word order.
<p><b>NOTE:</b> If speaking sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>					

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Writing

A Expert	B Advanced	C Intermediate	D Novice	F Beginner
<b>Fluency &amp; Content</b>				
<b>Advanced Characteristics</b> ✓ Rich detail ✓ Complex sentences ✓ Length exceeds minimum		<b>Basic Characteristics</b> ✓ Comprehensible ✓ Complete sentences ✓ Organized ✓ Developed, though lacks detail ✓ Minimum length		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Vocabulary Usage</b>				
<b>Advanced Characteristics</b> ✓ Extended vocabulary usage ✓ Wide variety of vocabulary ✓ Spelling/accents are fairly accurate		<b>Basic Characteristics</b> ✓ Accurate basic vocabulary usage ✓ Lacks variety in vocabulary usage ✓ May have incorrect spelling/accents		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Structure Usage</b>				
<b>Advanced Characteristics</b> ✓ Irregular verbs ✓ Gustar ✓ Stem-changing verbs ✓ Compound verbs		<b>Basic Characteristics</b> ✓ Present tense ✓ Simple future ✓ Word Order		✓ Object pronouns ✓ Past vs. Present ✓ Past tense
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>NOTE: If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</b>				

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Speaking

A Expert	B Advanced	C Intermediate	D Novice	F Beginner
<b>Fluency &amp; Content</b>				
<b>Advanced Characteristics</b> ✓ Rich detail ✓ Complex sentences ✓ Little hesitation ✓ Accurate pronunciation		<b>Basic Characteristics</b> ✓ Comprehensible ✓ Complete sentences ✓ Developed, though lacks detail ✓ Minimum length		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Vocabulary Usage</b>				
<b>Advanced Characteristics</b> ✓ Extended vocabulary usage ✓ Wide variety of vocabulary		<b>Basic Characteristics</b> ✓ Accurate basic vocabulary usage ✓ Lacks variety in vocabulary usage		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Structure Usage</b>				
<b>Advanced Characteristics</b> ✓ Irregular verbs ✓ Gustar ✓ Stem-changing verbs ✓ Compound verbs		<b>Basic Characteristics</b> ✓ Present tense ✓ Simple future ✓ Word Order		✓ Object pronouns ✓ Past vs. Present ✓ Past tense
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>NOTE: If speaking sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</b>				

TARGETED VOCABULARY:

TARGETED STRUCTURES:

## SPANISH 1 | WRITING

ELEMENTS	A Expert (11-12)	B Advanced (9-10)	C Intermediate (6-8)	D Novice (3-5)	F Beginner (0-2)
<b>Fluency &amp; Content</b>	Comprehensible, organized, well-developed with rich detail, complex sentences	Comprehensible, organized, developed with some detail, compound sentences	Comprehensible, organized, developed with little detail, simple sentences	Less comprehensible, less organized, less developed with no detail, simple sentences	Incomprehensible, unorganized, undeveloped, no detail, incomplete sentences
<b>Vocabulary</b>	Extended use of targeted and previous vocabulary	Extended use of targeted vocabulary	Some use of targeted vocabulary	Little use of targeted vocabulary	No use of targeted vocabulary
<b>Structures</b>	Mastered basic skills & proficient in targeted/advanced structures	Mastered basic skills and attempts targeted/advanced structures	Proficient in basic skills including tense, form & word order	Less proficient in basic skills including tense, form & word order	Lacks basic skills including tense, form & word order
<b>Need to work on...</b>					
✓ adding details	✓ verb <b>gustar</b>	✓ compound verbs	✓ preterite vs. imperfect	✓ essay development	
✓ sentences are too simple	✓ reflexive verbs	✓ object pronouns	✓ preterite forms	✓ increasing length	
✓ increasing vocabulary	✓ irregular verbs	✓ past vs. present	✓ imperfect forms	✓ word order	
✓ spelling/accents	✓ stem-changing verbs	✓ present forms	✓ complete sentences		
✓ noun/adjective agreement	✓ infinitives	✓ future forms	✓ organization		
<b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.					

## SPANISH 1 | SPEAKING

ELEMENTS	A Expert (11-12)	B Advanced (9-10)	C Intermediate (6-8)	D Novice (3-5)	F Beginner (0-2)
<b>Fluency &amp; Content</b>	Comprehensible, organized, well-developed with rich detail, complex sentences, little hesitation, accurate pronunciation	Comprehensible, organized, developed with some detail, compound sentences, some hesitation, good pronunciation	Comprehensible, organized, developed with little detail, simple sentences, much hesitation, acceptable pronunciation	Less comprehensible, less organized, less developed with no detail, simple sentences, too much hesitation, somewhat acceptable pronunciation	Incomprehensible, unorganized, undeveloped, no detail, incomplete sentences, too much hesitation, unacceptable pronunciation
<b>Vocabulary</b>	Extended use of targeted and previous vocabulary	Extended use of targeted vocabulary	Some use of targeted vocabulary	Little use of targeted vocabulary	No use of targeted vocabulary
<b>Structures</b>	Mastered basic skills & proficient in targeted/advanced structures	Mastered basic skills and attempts targeted/advanced structures	Proficient in basic skills including tense, form & word order	Less proficient in basic skills including tense, form & word order	Lacks basic skills including tense, form & word order
<b>Need to work on...</b>					
✓ adding details	✓ verb <b>gustar</b>	✓ compound verbs	✓ preterite vs. imperfect	✓ essay development	
✓ sentences are too simple	✓ reflexive verbs	✓ object pronouns	✓ preterite forms	✓ increasing length	
✓ increasing vocabulary	✓ irregular verbs	✓ past vs. present	✓ imperfect forms	✓ word order	
✓ pronunciation	✓ stem-changing verbs	✓ present forms	✓ complete sentences	✓ elimination hesitation	
✓ noun/adjective agreement	✓ infinitives	✓ future forms	✓ organization		
<b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.					

## Spanish 2

### SPANISH 2|Writing

EVALUATION CRITERIA		
<b>Fluency &amp; Content</b>		
<u>Advanced</u>	<u>Basic</u>	A
Rich detail	Comprehensible	B
Complex sentences	Complete sentences	C
Length exceeds minimum	Organized	D
	Developed, though lacks detail	F
	Minimum length	
<b>Vocabulary Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Extended vocabulary usage	Accurate basic vocabulary usage	B
Wide variety of vocabulary	Lacks variety in vocabulary usage	C
Spelling/accents are fairly accurate	May have incorrect spelling/accents	D
		F
<b>Structure Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Noun/adjective agreement	Present tense ✓	B
Irregular verbs	Preterite tense ✓	C
Stem-changing verbs (preterite)	Imperfect tense ✓	D
Object pronouns	Future tense ✓	F
Preterite vs. imperfect	Gustar ✓	
	Reflexives ✓	
	Word-order ✓	
	Past vs. present	
	Compound verbs	
	Infinitive use	
	Stem-changing verbs (present)	
	Compound verbs	

**NOTE:** If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.

TARGETED VOCABULARY:  
TARGETED STRUCTURES:

GRADE DETAILS
<b>A</b> <b>Expert</b> Consistent evidence of both basic and advanced elements
<b>B</b> <b>Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements
<b>C</b> <b>Intermediate</b> Consistent evidence of basic elements
<b>D</b> <b>Novice</b> Some evidence of basic elements
<b>E</b> <b>Beginner</b> Little evidence of basic elements

### SPANISH 2|Writing

EVALUATION CRITERIA		
<b>Fluency &amp; Content</b>		
<u>Advanced</u>	<u>Basic</u>	A
Rich detail	Comprehensible	B
Complex sentences	Complete sentences	C
Little hesitation	Accurate pronunciation	D
	Developed, though lacks detail	F
	Minimum length	
<b>Vocabulary Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Extended vocabulary usage	Accurate basic vocabulary usage	B
Wide variety of vocabulary	Lacks variety in vocabulary usage	C
		D
		F
<b>Structure Usage</b>		
<u>Advanced</u>	<u>Basic</u>	A
Noun/adjective agreement	Present tense ✓	B
Irregular verbs	Preterite tense ✓	C
Stem-changing verbs (preterite)	Imperfect tense ✓	D
Object pronouns	Future tense ✓	F
Preterite vs. imperfect	Gustar ✓	
	Reflexives ✓	
	Word-order ✓	
	Past vs. present	
	Compound verbs	
	Infinitive use	
	Stem-changing verbs (present)	
	Compound verbs	

**NOTE:** If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.

TARGETED VOCABULARY:  
TARGETED STRUCTURES:

GRADE DETAILS
<b>A</b> <b>Expert</b> Consistent evidence of both basic and advanced elements
<b>B</b> <b>Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements
<b>C</b> <b>Intermediate</b> Consistent evidence of basic elements
<b>D</b> <b>Novice</b> Some evidence of basic elements
<b>E</b> <b>Beginner</b> Little evidence of basic elements

## Writing

<b>Purpose/Task</b> ✓ Satisfies the task ✓ Connects ideas to task/purpose	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>Organization</b> ✓ Exhibits a logical and coherent sequence ✓ Has a beginning, middle, and end ✓ Makes smooth transitions	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>Vocabulary</b> ✓ Incorporates a variety of vocabulary ✓ Uses relevant and accurate words	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>Structure (degree to which errors hinder comprehensibility)</b> ✓ Subject/verb agreement (verb forms) ✓ Correct word order ✓ Spelling/accents ✓ Verb tense (past, present, future) ✓ Noun/adjective agreement	4 Not at all	3 Rarely	2 Sometimes	1 Mostly	0 Consistently
<b>Complexity</b> ✓ Uses many relevant details ✓ Uses much extended vocabulary (vocabulary presented in class but not required to learn) ✓ Uses many advanced structures (2-part verbs, object pronouns, complex sentences)	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>Word Count (number of words that fit the following criteria)</b> ✓ Comprehensible ✓ In target language ✓ Contributes to the development of task	4 (100+ words)	3 (75-99 words)	2 (50-74 words)	1 (25-49 words)	0 (0-24 words)
<b>NOTES:</b> ▶ Circled areas require student's attention and need to be focused on for improvement. ▶ If a zero is received on purpose/task, then an F will be received for entire assessment.					
<b>Overall Writing Grade</b>	<b>A</b> Expert 24-22 pts	<b>B</b> Advanced 21-18 pts	<b>C</b> Intermediate 17-12 pts	<b>D</b> Novice 11-6 pts	<b>F</b> Beginner 5-0 pts

TARGETED VOCABULARY:

TARGETED STRUCTURES:

## Speaking

<b>Purpose/Task</b> ✓ Satisfies the task ✓ Connects ideas to task/purpose ✓ Exhibits a logical and coherent sequence of ideas	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>Fluency (degree to which student exhibits the following:)</b> ✓ Spanish flows easily with little hesitation ✓ Remains in target language ✓ Pronounces sounds accurately	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>Vocabulary</b> ✓ Incorporates a wide variety of vocabulary ✓ Uses relevant and accurate words	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>Structure (degree to which errors hinder comprehensibility)</b> ✓ Subject/verb agreement (verb forms) ✓ Correct word order ✓ Verb tense (past, present, future) ✓ Noun/adjective agreement	4 Not at all	3 Rarely	2 Sometimes	1 Mostly	0 Consistently
<b>Complexity</b> ✓ Uses many relevant details ✓ Uses much extended vocabulary (vocabulary presented in class but not required to learn) ✓ Uses many advanced structures (2-part verbs, object pronouns, complex sentences)	4 Consistently	3 Mostly	2 Sometimes	1 Rarely	0 Not at all
<b>NOTES:</b> ▶ Circled areas require student's attention and need to be focused on for improvement. ▶ If a zero is received on purpose/task, then an F will be received for entire assessment.					
<b>Overall Speaking Grade</b>	<b>A</b> Expert 20-18 pts	<b>B</b> Advanced 17-15 pts	<b>C</b> Intermediate 14-10 pts	<b>D</b> Novice 9-5 pts	<b>F</b> Beginner 4-0 pts

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Writing

<b>Fluency &amp; Content</b> <ul style="list-style-type: none"> <li>• Basic</li> <li>✓ Comprehensible</li> <li>✓ Complete sentences</li> <li>✓ Organized</li> <li>✓ Developed w/o detail</li> <li>✓ Minimum length</li> <li>• Advanced</li> <li>✓ Rich detail</li> <li>✓ Complex sentences</li> <li>✓ Length exceeds min</li> </ul>	<b>A</b> Expert	Writing is comprehensible; organized; very well developed with rich detail; far exceeds minimum length requirements; and exhibits extensive use of complex sentences.
	<b>B</b> Advanced	Writing is comprehensible; organized; developed with some detail; exceeds minimum length requirements; and emergent use of complex sentences is evident.
	<b>C</b> Intermediate	Writing is comprehensible; organized; in complete, though simple sentences; developed, though lacks detail; and meets minimum length requirements.
	<b>D</b> Novice	Writing is somewhat comprehensible; less organized; may not be in complete sentences; lacks development; and/or may not meet minimum length requirements.
	<b>F</b> Beginner	Writing is not comprehensible; lacks organization; may not be in complete sentences, lacks development; and/or may not meet minimum length requirements.
<b>Vocabulary Usage</b> <ul style="list-style-type: none"> <li>• Basic</li> <li>✓ Required vocabulary</li> <li>✓ Accurate</li> <li>✓ Some variety</li> <li>• Advanced</li> <li>✓ Extended Vocabulary</li> <li>✓ Wide variety</li> <li>✓ Spelling/Accents</li> </ul>	<b>A</b> Expert	Writing exhibits a wide variety of basic vocabulary; spelling and accents are quite accurate; and extensive use of advanced vocabulary is evident.
	<b>B</b> Advanced	Writing exhibits more variety of basic vocabulary; spelling and accents are fairly accurate; and emerging use of advanced vocabulary is evident.
	<b>C</b> Intermediate	Writing exhibits some variety of basic vocabulary though may lack accurate spelling or accent use.
	<b>D</b> Novice	Writing exhibits some knowledge of basic vocabulary; lacks variety; inaccurate spelling or accents begin to impede comprehension.
	<b>F</b> Beginner	Writing exhibits little knowledge of basic vocabulary, lacks variety and/or spelling and accent use impedes comprehension.
<b>Structure Usage</b> <ul style="list-style-type: none"> <li>• Basic</li> <li>✓ Present tense</li> <li>✓ Past Tense</li> <li>✓ Future Tense</li> <li>✓ Past vs. Present</li> <li>✓ Word order</li> <li>• Advanced</li> <li>✓ Noun/adjective agreement</li> <li>✓ Irregular verbs</li> <li>✓ Stem-changing verbs</li> <li>✓ Compound verbs</li> <li>✓ Object pronouns</li> <li>✓ Preterite vs. Imperfect</li> </ul>	<b>A</b> Expert	Writing exhibits mastery of basic structures and word order, and extensive use of advanced structures is evident.
	<b>B</b> Advanced	Writing exhibits mastery of basic structures and word order, and emerging use of advanced structures is evident.
	<b>C</b> Intermediate	Writing exhibits mastery of basic structures and word-order, though little or no evidence of advanced structures is apparent.
	<b>D</b> Novice	Writing exhibits some knowledge of basic structures including present and simple future tenses and word-order.
	<b>F</b> Beginner	Writing exhibits little knowledge of basic structures including present and simple future tenses and word order.
<b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.		

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Speaking

ELEMENTS	A Expert	B Advanced	C Intermediate	D Novice	F Beginner
<b>Fluency &amp; Content</b> <ul style="list-style-type: none"> <li>• Basic</li> <li>✓ Comprehensible</li> <li>✓ Complete sentences</li> <li>✓ Accurate pronunciation</li> <li>✓ Developed w/o detail</li> <li>✓ Minimum length</li> <li>• Advanced</li> <li>✓ Rich detail</li> <li>✓ Complex sentences</li> <li>✓ Little hesitation</li> </ul>	Speaking is comprehensible; organized; very well developed with rich detail, far exceeds minimum length requirements; and extensive use of complex sentences is evident.	Speaking is comprehensible; organized; developed with some detail; exceeds minimum length requirements; and emergent use of complex sentences is evident.	Speaking is comprehensible; organized; in complete, though simple sentences; developed, though lacks detail; and meets minimum length requirements.	Speaking is somewhat comprehensible; less organized; may not be in complete sentences; lacks development; and/or may not meet minimum length requirements.	Speaking is not comprehensible; lacks organization; may not be in complete sentences, lacks development; and/or may not meet minimum length requirements.
<b>Vocabulary Usage</b> <ul style="list-style-type: none"> <li>• Basic</li> <li>✓ Required vocabulary</li> <li>✓ Accurate</li> <li>✓ Some variety</li> <li>• Advanced</li> <li>✓ Extended Vocabulary</li> <li>✓ Wide variety</li> </ul>	Speaking exhibits a wide variety of basic vocabulary; spelling and accents are quite accurate; and extensive use of advanced vocabulary is evident.	Speaking exhibits more variety of basic vocabulary; spelling and accents are fairly accurate; and emerging use of advanced vocabulary is evident.	Speaking exhibits some variety of basic vocabulary though may lack accurate spelling or accent use.	Speaking exhibits some knowledge of basic vocabulary; lacks variety; inaccurate spelling or accents begin to impede comprehension.	Speaking exhibits little knowledge of basic vocabulary, lacks variety and/or spelling and accent use impedes comprehension.
<b>Structure Usage</b> <ul style="list-style-type: none"> <li>• Basic</li> <li>✓ Present tense</li> <li>✓ Past Tense</li> <li>✓ Future Tense</li> <li>✓ Past vs. Present</li> <li>✓ Word order</li> <li>• Advanced</li> <li>✓ Noun/adjective agreement</li> <li>✓ Irregular verbs</li> <li>✓ Stem-changing verbs</li> <li>✓ Compound verbs</li> <li>✓ Object pronouns</li> <li>✓ Preterite vs. Imperfect</li> </ul>	Speaking exhibits mastery of basic structures and word order, and extensive use of advanced structures is evident.	Speaking exhibits mastery of basic structures and word order, and emerging use of advanced structures is evident.	Speaking exhibits mastery of basic structures and word-order, though little or no evidence of advanced structures is apparent.	Speaking exhibits some knowledge of basic structures including present and simple future tenses and word-order.	Speaking exhibits little knowledge of basic structures including present and simple future tenses and word order.
<b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.					

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Writing

A Expert	B Advanced	C Intermediate	D Novice	F Beginner
<b>Fluency &amp; Content</b>				
<b>Advanced Characteristics</b> ✓ Rich detail ✓ Complex sentences ✓ Length exceeds minimum		<b>Basic Characteristics</b> ✓ Comprehensible ✓ Complete sentences ✓ Organized ✓ Developed, though lacks detail ✓ Minimum length		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Vocabulary Usage</b>				
<b>Advanced Characteristics</b> ✓ Extended vocabulary usage ✓ Wide variety of vocabulary ✓ Spelling/accents are fairly accurate		<b>Basic Characteristics</b> ✓ Accurate basic vocabulary usage ✓ Lacks variety in vocabulary usage ✓ May have incorrect spelling/accents		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Structure Usage</b>				
<b>Advanced Characteristics</b> ✓ Noun/adjective agreement ✓ Irregular verbs ✓ Stem-changing verbs (preterite) ✓ Object pronouns ✓ Preterite vs. imperfect		<b>Basic Characteristics</b> ✓ Present tense ✓ Preterite tense ✓ Imperfect tense ✓ Future Tense ✓ Gustar ✓ Reflexives ✓ Past vs. Present ✓ Compound verbs ✓ Infinitive use ✓ Stem-changing verbs (present) ✓ Word Order		
Consistently	Sometimes	Consistently	Sometimes	Rarely
NOTE: If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.				

TARGETED VOCABULARY:

TARGETED STRUCTURES:

Speaking

A Expert	B Advanced	C Intermediate	D Novice	F Beginner
<b>Fluency &amp; Content</b>				
<b>Advanced Characteristics</b> ✓ Rich detail ✓ Complex sentences ✓ Little hesitation		<b>Basic Characteristics</b> ✓ Comprehensible ✓ Complete sentences ✓ Accurate pronunciation ✓ Developed, though lacks detail ✓ Minimum length		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Vocabulary Usage</b>				
<b>Advanced Characteristics</b> ✓ Extended vocabulary usage ✓ Wide variety of vocabulary		<b>Basic Characteristics</b> ✓ Accurate basic vocabulary usage ✓ Lacks variety in vocabulary usage		
Consistently	Sometimes	Consistently	Sometimes	Rarely
<b>Structure Usage</b>				
<b>Advanced Characteristics</b> ✓ Noun/adjective agreement ✓ Irregular verbs ✓ Stem-changing verbs (preterite) ✓ Object pronouns ✓ Preterite vs. imperfect		<b>Basic Characteristics</b> ✓ Present tense ✓ Preterite tense ✓ Imperfect tense ✓ Future Tense ✓ Gustar ✓ Reflexives ✓ Past vs. Present ✓ Compound verbs ✓ Infinitive use ✓ Stem-changing verbs (present) ✓ Word Order		
Consistently	Sometimes	Consistently	Sometimes	Rarely
NOTE: If speaking sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.				

TARGETED VOCABULARY:

TARGETED STRUCTURES:



## Assorted Rubrics

### ORAL RUBRICS:

<b>A</b>	You were comprehensible, used appropriate vocabulary, spoke with little hesitation, pronounced the words correctly, made minimal grammar mistakes, and elaborated upon the story.
<b>B</b>	You were comprehensible, used appropriate vocabulary, spoke with little hesitation, pronounced the words correctly, and made minimal grammar mistakes.
<b>C</b>	You were comprehensible, used appropriate vocabulary, and spoke with little hesitation.
<b>D</b>	You weren't always comprehensible, made many vocabulary mistakes, and spoke with much hesitation.
<b>F</b>	You weren't comprehensible at all, made too many vocabulary mistakes, and spoke with much hesitation.

	<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
<b>Fluency</b>	Sounds natural	Mostly natural, some pauses but consistent delivery	A few pauses, rate of delivery fluctuated but still acceptable	Choppy, meaning lost in the many pauses	Too choppy; difficult to listen to
<b>Accuracy</b>	Grammar concepts studied are accurate	1 or 2 grammar mistakes; did not affect meaning	Some grammar mistakes; most of the meaning is clear	Meaning lost due to numerous grammar mistakes	Too many grammar mistakes for level
<b>Vocabulary: Variety/Accuracy</b>	Used variety of words; all words used correctly	Variety of words used; 1 or 2 used incorrectly	Lacking variety/few words used incorrectly affecting meaning	Very limited vocabulary; consistent errors in usage	Not even limited vocabulary; mostly errors
<b>Comprehensibility</b>	Pronunciation is 100% comprehensible to native speaker	Mostly comprehensible with 1 or 2 rough spots	English interference/difficult for non-sympathetic native to understand	So many errors that native would have problems understanding	Incomprehensible to a native
<b>Completeness/Details</b>	Very detailed; completed required amount	Many details, completed required amount	Some details, completed most of required amount	Few details, completed little of required amount	No details; completed little/none of required amount
<b>Current Vocabulary</b>	Used all the current vocabulary	Used most of the current vocabulary	Some current vocabulary used	Current vocabulary not mastered	No use of current vocabulary
<b>Graded Median _____</b>					

	<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
<b>Fluency</b>	Natural speech patterns; consistent delivery	Mostly natural speech patterns; relatively consistent delivery	Few pauses between sentences; rate of delivery fluctuated but still acceptable	Many pauses; unnatural speech patterns; difficult to listen to	Too many pauses; too unnatural; impossible to listen to
<b>Comprehensibility</b>	100% comprehensible	Mostly comprehensible with 1 or 1 rough spots	Mostly comprehensible but native would have difficulty due to pronunciation, English interference, or non-Spanish sentence structures	Too many errors that native would have problems understanding	Incomprehensible to a native
<b>Vocabulary</b>	Varied, accurate, appropriate for level, advanced structures	Varied, only one or two errors that did not affect comprehension, appropriate for level, some advanced features	Basic vocabulary, none to few errors but still understandable	Vocabulary is below the level of instruction and/or many errors	Lacking basic vocabulary, too many errors
<b>Details</b>	Complete story, many details with defined characters and intensified plot	Many details, good definition	Adequate details	Skeletal details, missing information	Lacking basic information
<b>Graded Median _____</b>					

	<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
<b>Details</b>	Wonderful details	Good details	Adequate details	Need more details	Insufficient details
<b>Fluency</b>	Smooth, natural speech	Mostly smooth, consistent	Some pauses but still acceptable	Too choppy	No fluency at all
<b>Comprehensibility</b>	100% comprehensible	Mostly comprehensible	Basic story line was understood	Native might have problems understanding	Unacceptable
<b>Grammar</b>	No mistakes or mistakes weren't distracting	Few mistakes but meaning was clear	Mistakes were distracting	What's grammar?	Unacceptable
<b>Vocabulary Usage</b>	Quality vocabulary, lots of variety, used correctly	Good solid vocabulary, used correctly	A few words used incorrectly	Skimpy vocabulary	Unacceptable
<b>Level of Difficulty</b>	Complex structures for level of instruction	Good structures, some difficult items	Basic structures	Structures too simple	Unacceptable
<b>Presentation</b>	Well presented, audience was highly interested	Good presentation, most of the audience was with you	OK, work on circled items below  speak clearly speak louder add emphasis	Need to work on circled items below  better visuals show enthusiasm maintain eye contact	Unacceptable
<b>Graded Median _____</b>					

Name: _____					
	<b>Outstanding</b>	<b>Very Good</b>	<b>Average</b>	<b>Needs to Improve</b>	<b>Unacceptable</b>
<b>Required Grammatical Structures and Vocabulary</b>	A	B	C	D	F
<b>Fluent and Comprehensible</b>	A	B	C	D	F
<b>Pronunciation</b>	A	B	C	D	F
<b>Creativity</b>	A	B	C	D	F
<b>Use/Non-Use of Notes</b>	Didn't Use Notes (A)			Used Notes (F)	
<b>Graded Median _____</b>					

		<b>Outstanding</b>	<b>Very Good</b>	<b>Average</b>	<b>Needs to Improve</b>	<b>Unacceptable</b>
<b>Content</b>	Speaker conveyed main idea and provided details that are relevant and interesting.	A	B	C	D	F
<b>COMPREHENSIBILITY</b>	The speaker conveyed his message.	A	B	C	D	F
<b>FLUENCY</b>	Speaker speaks clearly without hesitation. Pronunciation is natural.	A	B	C	D	F
<b>ACCURACY</b>	Functions, grammar, and vocabulary are used correctly for level	A	B	C	D	F
<b>EFFORT</b>	Exceeds the minimum requirements of assignment and provides evidence of thoughtful input.	A	B	C	D	F
<b>Graded Median _____</b>						

**WRITING RUBRICS:**

		Outstanding	Very Good	Average	Needs to Improve	Unacceptable
<b>Content</b>	You used the functions and vocabulary necessary to communicate.	A	B	C	D	F
<b>COMPREHENSIBILITY</b>	The reader was able to understand what you were trying to communicate.	A	B	C	D	F
<b>ACCURACY</b>	You used language correctly, including grammar, spelling, word order and punctuation.	A	B	C	D	F
<b>ORGANIZATION</b>	Your presentation was logical and effective.	A	B	C	D	F
<b>EFFORT</b>	You put a lot of thought and effort into this writing.	A	B	C	D	F
<b>Graded Median _____</b>						

	A	B	C	D	F
<b>Vocabulary Usage</b>	Good choice of words, variety of words, all used correctly	Good choice of words, some variety, most used correctly	Some variety with a few mistakes in usage	Vocabulary is too simplistic and/or used incorrectly	Fails to demonstrate even simplistic vocabulary and/or English used
<b>Comprehensibility</b>	Native would have no problems understanding	One or two unclear spots but most is easy to understand	Spanish-speaker who is used to English will be able to decipher what you mean	Too many "English" sentences or just too tough to understand	Unacceptable
<b>Details</b>	Wonderful, details were great	Good, but I wanted to read more	Acceptable but somewhat skimpy	Not enough details; missing some important details	No details; lacking much basic information
<b>Graded Median _____</b>					

	A	B	C	D	F
<b>Quality Sentences</b>	Awesome sentences, complex structures used	Good, solid sentences	Simple, but good sentences	Sentences too simple for level/ability	Incorrect sentence structures or too "English"
<b>Comprehensibility</b>	Native would have no problems understanding	Good Spanish, one or two rough spots, but still understandable	Some spots were unclear	Too "English"	Unacceptable
<b>Varied Vocabulary</b>	Wide variety	Good variety	Some variety	Not enough variety	No variety
<b>Length/Details</b>	Full of details	Good details	Adequate details	Skimpy	Unacceptable
<b>Directions/Objectives</b>	Directions followed/ Objectives met	Most directions followed	Not quite right, but still OK	Didn't understand instructions?	Unacceptable
<b>Graded Median _____</b>					

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Content</b>	Wonderful, a delight to read	Good story line	Content similar to stories done in class	Weak but acceptable	Not enough content
<b>Quality Sentences</b>	Awesome sentences, complex structures used	Good, solid sentences	Simple, but good sentences	Sentences too simple for level/ability	Sentences?
<b>Comprehensibility</b>	Native would have no problems understanding	Good Spanish, one or two rough spots, but still understandable	Some spots were unclear	Too "English"	Incomprehensible
<b>Varied Vocabulary</b>	Wide variety	Good variety	Some variety	Not enough variety	No variety
<b>Vocabulary Usage</b>	All words used correctly	Most words used correctly	Some words were misused	Many words were misused	Most words were misused
<b>Length/Details</b>	Full of details	Good details	Adequate details	Skimpy	No details
<b>Directions/Objectives</b>	Directions followed/ Objectives met	Most directions followed	Not quite right, but still OK	Didn't understand instructions?	No attempt at following directions
<b>Graded Median _____</b>					

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Content</b>	Well developed, creative, interesting	Good story line, original ideas	Decent story line, some repetition from class stories	Story line needs to be more developed	Unacceptable
<b>Details</b>	Wonderful details, characters and action well defined	Good details, depth given to characters	Decent amount of details, could use a few more details	Not enough details, some areas too skimpy	Unacceptable
<b>Comprehensibility</b>	Extremely easy to understand	Easy to understand	Few rough spots but easy to understand	Some areas were difficult to understand	Unacceptable
<b>Complexity</b>	Sentence construction was outstanding	Sentence structure was above the average for level	Sentence structures were average for level	Sentences seemed too simple for level	Unacceptable
<b>Vocabulary</b>	Large variety and quantity of vocabulary was used	Good variety and quantity of vocabulary	Vocabulary was adequate	Vocabulary was skimpy	Unacceptable
<b>Graded Median _____</b>					

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Task Completion</b>	Superior completion of the task; meets all requirements	Completion of the task; meets requirements	Partial completion of the task	Minimal attempt to complete the task.	No attempt to complete the task.
<b>Communication of Message</b>	Responses comprehensible, appropriate, and elaborated.	Responses comprehensible, and adequately developed.	Responses mostly comprehensible, appropriate, yet undeveloped	Responses barely comprehensible, frequently inappropriate.	No attempt to convey message.
<b>Vocabulary</b>	Rich use of vocabulary with frequent attempts to elaborate and use new words.	Adequate and accurate use of vocabulary.	Somewhat inadequate and inaccurate use of vocabulary; uses same words repeatedly.	Inadequate or inaccurate use of vocabulary; use of English.	No attempt to write in Spanish.
<b>Grammar</b>	No or almost no grammatical errors	Some minor grammatical errors.	Frequent grammatical errors.	Few correct grammatical structures.	No attempt
<b>Mechanics</b>	No or almost no spelling and punctuation errors.	Few or no errors in spelling, punctuation, and/or capitalization	Occasional errors in spelling, punctuation, and/or capitalization	Frequent errors in spelling, punctuation, and/or capitalization	No attempt to write in Spanish
<b>Graded Median _____</b>					

**PROJECT RUBRICS:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
	Always	Mostly	Sometimes	Rarely	Almost Never
	Always	Mostly	Sometimes	Rarely	Almost Never
	Always	Mostly	Sometimes	Rarely	Almost Never
	Always	Mostly	Sometimes	Rarely	Almost Never
<b>Effort</b>	Very good effort	Good effort	Average effort	Below average effort	No effort
<b>Graded Mean _____</b>					

**Story-Retells Rubric:**

<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
Able to retell the story in Spanish with ease	Able to retell the story in Spanish with gaps and pauses	Able to retell the story in English	Understands the gist of the story	Doesn't understand the story at all

**SPANISH 1|Writing**

EVALUATION CRITERIA	
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Need to add more detail</li> <li>✓ Sentences are too simple</li> <li>✓ Need to work on increasing vocabulary</li> <li>✓ Need to work on using a variety of vocabulary</li> <li>✓ Need to work on spelling/accents</li> <li>✓ Need to work on irregular-verb forms</li> <li>✓ Need to work on <b>gustar</b></li> <li>✓ Need to work on stem-changing-verb forms</li> <li>✓ Need to work on compound verbs</li> <li>✓ Need to work on object pronouns</li> <li>✓ Need to distinguish between past and present</li> <li>✓ Need to work on past-tense forms</li> </ul>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Need to work on making essay understandable</li> <li>✓ Need to write in complete sentences</li> <li>✓ Need to work on organization</li> <li>✓ Need to work on developing essay</li> <li>✓ Need to work on increasing length</li> <li>✓ Need to work on basic vocabulary</li> <li>✓ Need to work on present-tense forms</li> <li>✓ Need to work on simple-future forms</li> <li>✓ Need to work on basic word order</li> </ul>
<p><b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>	

GRADE DETAILS
<p><b>A Expert</b> Consistent evidence of both basic and advanced elements</p>
<p><b>B Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements</p>
<p><b>C Intermediate</b> Consistent evidence of basic elements</p>
<p><b>D Novice</b> Some evidence of basic elements</p>
<p><b>F Beginner</b> Little evidence of basic elements</p>

TARGETED VOCABULARY:  
TARGETED STRUCTURES:

**SPANISH 1|Speaking**

EVALUATION CRITERIA		
<b>Fluency &amp; Content</b>		
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Rich detail</li> <li>✓ Complex sentences</li> <li>✓ Length exceeds minimum</li> <li>✓ Accurate pronunciation</li> </ul>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Comprehensible</li> <li>✓ Complete sentences</li> <li>✓ Developed, though lacks detail</li> <li>✓ Minimum length</li> </ul>	<p>A B C D F</p>
<b>Vocabulary Usage</b>		
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Extended vocabulary usage</li> <li>✓ Wide variety of vocabulary</li> </ul>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Accurate basic vocabulary usage</li> <li>✓ Lacks variety in vocabulary usage</li> </ul>	<p>A B C D F</p>
<b>Structure Usage</b>		
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>✓ Irregular verbs</li> <li>✓ <b>Gustar</b></li> <li>✓ Stem-changing verbs</li> <li>✓ Compound verbs</li> </ul>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Object pronouns</li> <li>✓ Past vs. Present</li> <li>✓ Past tense</li> </ul>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>✓ Present tense</li> <li>✓ Simple future</li> <li>✓ Word Order</li> </ul>
<p><b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>		<p>A B C D F</p>

GRADE DETAILS
<p><b>A Expert</b> Consistent evidence of both basic and advanced elements</p>
<p><b>B Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements</p>
<p><b>C Intermediate</b> Consistent evidence of basic elements</p>
<p><b>D Novice</b> Some evidence of basic elements</p>
<p><b>F Beginner</b> Little evidence of basic elements</p>

TARGETED VOCABULARY:  
TARGETED STRUCTURES:



SPANISH 2|Writing

EVALUATION CRITERIA	
<u>Advanced</u>	<u>Basic</u>
<ul style="list-style-type: none"> <li>✓ Need to add more detail</li> <li>✓ Sentences are too simple</li> <li>✓ Need to work on increasing vocabulary</li> <li>✓ Need to work on using a variety of vocabulary</li> <li>✓ Need to work on noun/adjective agreement</li> <li>✓ Need to work on irregular-verb forms</li> <li>✓ Need to work on preterite stem-changing verbs</li> <li>✓ Need to work on object pronouns</li> <li>✓ Need to work on distinguishing between preterite and imperfect</li> </ul>	<ul style="list-style-type: none"> <li>✓ Need to work on making essay comprehensible</li> <li>✓ Need to write in complete sentences</li> <li>✓ Need to work on organization</li> <li>✓ Need to work on developing essay</li> <li>✓ Need to work on increasing length</li> <li>✓ Need to work on basic vocabulary</li> <li>✓ Need to work on spelling/accent</li> <li>✓ Need to work on present-tense forms</li> <li>✓ Need to work on preterite-tense forms</li> <li>✓ Need to work on imperfect-tense forms</li> <li>✓ Need to work on future-tense forms</li> <li>✓ Need to work on <b>gustar</b></li> <li>✓ Need to work on reflexive-verb forms</li> <li>✓ Need to work on distinguishing between past and present</li> <li>✓ Need to work on compound verbs</li> <li>✓ Need to work on infinitive use</li> <li>✓ Need to work on present-stem-changing-verb forms</li> <li>✓ Need to work on word-order</li> </ul>
<p><b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>	

TARGETED VOCABULARY:

TARGETED STRUCTURES:

GRADE DETAILS
<b>A</b> <b>Expert</b> Consistent evidence of both basic and advanced elements
<b>B</b> <b>Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements
<b>C</b> <b>Intermediate</b> Consistent evidence of basic elements
<b>D</b> <b>Novice</b> Some evidence of basic elements
<b>F</b> <b>Beginner</b> Little evidence of basic elements

SPANISH 2|Speaking

EVALUATION CRITERIA			
Fluency & Content			
<u>Advanced</u>	<u>Basic</u>		
<ul style="list-style-type: none"> <li>✓ Rich detail</li> <li>✓ Complex sentences</li> <li>✓ Little hesitation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Comprehensible</li> <li>✓ Complete sentences</li> <li>✓ Accurate pronunciation</li> <li>✓ Developed, though lacks detail</li> <li>✓ Minimum length</li> </ul>	A B C D F	
Vocabulary Usage			
<u>Advanced</u>	<u>Basic</u>		
<ul style="list-style-type: none"> <li>✓ Extended vocabulary usage</li> <li>✓ Wide variety of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ Accurate basic vocabulary usage</li> <li>✓ Lacks variety in vocabulary usage</li> </ul>	A B C D F	
Structure Usage			
<u>Advanced</u>	<u>Basic</u>		
<ul style="list-style-type: none"> <li>✓ Noun/adjective agreement</li> <li>✓ Irregular verbs</li> <li>✓ Stem-changing verbs (preterite)</li> <li>✓ Object pronouns</li> <li>✓ Preterite vs. imperfect</li> </ul>	<ul style="list-style-type: none"> <li>✓ Present tense</li> <li>✓ Preterite tense</li> <li>✓ Imperfect tense</li> <li>✓ Future tense</li> <li>✓ Gustar</li> <li>✓ Reflexives</li> </ul>	<ul style="list-style-type: none"> <li>✓ Past vs. present</li> <li>✓ Compound verbs</li> <li>✓ Infinitive use</li> <li>✓ Stem-changing verbs (present)</li> <li>✓ Compound verbs</li> <li>✓ Word-order</li> </ul>	A B C D F
<p><b>NOTE:</b> If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.</p>			

TARGETED VOCABULARY:

TARGETED STRUCTURES:

GRADE DETAILS
<b>A</b> <b>Expert</b> Consistent evidence of both basic and advanced elements
<b>B</b> <b>Advanced</b> Consistent evidence of basic elements with some evidence of advanced elements
<b>C</b> <b>Intermediate</b> Consistent evidence of basic elements
<b>D</b> <b>Novice</b> Some evidence of basic elements
<b>F</b> <b>Beginner</b> Little evidence of basic elements

## SPANISH 1 RUBRICS

### Writing Rubric:

	Fluency & Content	Vocabulary	Structures	
<b>Advanced 4</b>	<ul style="list-style-type: none"> <li>✓ My essay is very easy to read and understand.</li> <li>✓ My essay is complete and organized with a clear beginning, middle, and an end.</li> <li>✓ I used more complex sentences and many transition words.</li> <li>✓ My essay is creative, includes lots of detail, and I tried new expressions</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have more than enough vocabulary to write my essay.</li> <li>✓ I use rich vocabulary and make frequent attempts to elaborate and use new words.</li> <li>✓ I have little repetition of words.</li> <li>✓ My vocabulary is accurate and spelled correctly including accents.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use the present-tense and simple-future quite easily.</li> <li>✓ I understand the basics of Spanish word-order.</li> <li>✓ I am also able to use gustar, irregular and stem-changing verbs, compound verbs, object-pronouns, and the past-tense correctly.</li> </ul>	
3	<b>Not quite Advanced, but better than Basic</b>			
<b>Basic 2</b>	<ul style="list-style-type: none"> <li>✓ My essay is fairly easy to read, but has some rough spots.</li> <li>✓ My story may not have been entirely complete and/or organized, lacking a clear beginning, middle, or an end.</li> <li>✓ I used mostly simple sentences and may not have used transition words.</li> <li>✓ My essay sticks to the facts, lacking interesting details.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I have just enough vocabulary to write my essay.</li> <li>✓ I use only basic vocabulary and make little or no attempt to elaborate or use new words.</li> <li>✓ I tend to use some words repeatedly.</li> <li>✓ My vocabulary is mostly accurate, but I have some errors in usage and/or spelling including accents.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use the present-tense and simple-future, but might make a few errors.</li> <li>✓ I also understand the basics of Spanish word-order, though sometimes I forget.</li> <li>✓ I am still unable to use gustar, irregular and stem-changing verbs, compound verbs, object-pronouns, and the past-tense with much accuracy.</li> </ul>	
1	<b>Not quite Basic, but better than Below Basic</b>			
<b>Below Basic 0</b>	<ul style="list-style-type: none"> <li>✓ My essay is difficult to read and is not very understandable.</li> <li>✓ My essay only tells part of the story, is not organized and/or starts or ends abruptly, lacking a beginning, middle, or an end.</li> <li>✓ I rarely used complete sentences and/or my sentences were too simplistic for the class.</li> <li>✓ My essay lacks basic elements to fulfill assignment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I don't have enough vocabulary to write my essay.</li> <li>✓ I fail to use even basic vocabulary and/or use English extensively.</li> <li>✓ I don't know enough vocabulary to be repetitive and/or I use the vocabulary I do know over and over again.</li> <li>✓ My vocabulary is not very accurate and I'm sure I have frequent errors in usage and spelling including accents.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I still have trouble with the present-tense and simple-future making quite a few errors.</li> <li>✓ I'm unsure of Spanish word-order and frequently don't know how to construct my sentences.</li> <li>✓ I need to learn the basics before moving on to more advanced structures like irregular and stem-changing verbs, compound verbs, object-pronouns, and past-tense.</li> </ul>	
NOTE: If writing sample does not address the task at least half of the time, is incomprehensible, or is not of sufficient length to be adequately evaluated, it shall receive a failing grade.				
A Expert (12-11)	B Advanced (10-9)	C Intermediate (8-6)	D Novice (5-3)	F Beginner (2 or less)

TARGETED VOCABULARY:

TARGETED STRUCTURES:

## SPANISH 1 RUBRICS

### ORAL RUBRIC:

	<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
<b>Fluency</b>	Smooth, natural speech	Mostly smooth, consistent	Some pauses but still acceptable	Too choppy	No fluency at all
<b>Comprehensibility</b>	100% understandable	Mostly understandable with 1 or 2 rough spots	Some parts unclear	Difficult to understand	Incomprehensible
<b>Current Vocabulary</b>	Used all the current vocabulary	Used most of the current vocabulary	Some current vocabulary used	Current vocabulary not mastered	No use of current vocabulary
<b>Vocabulary Usage</b>	All words used correctly	Most words used correctly	Some words were misused	Many words were misused	Most words were misused
<b>Details</b>	Full of details; basics with much elaboration	Good details; basics with some elaboration	Adequate details; basics only	Skimpy; lacking basic details	Few, if any basic details
<b>Graded Median _____</b>					

### WRITTEN RUBRIC:

	<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
<b>Comprehensibility</b>	100% understandable	Mostly understandable with 1 or 2 rough spots	Some parts unclear	Difficult to understand	Incomprehensible
<b>Current Vocabulary</b>	Used all the current vocabulary	Used most of the current vocabulary	Some current vocabulary used	Current vocabulary not mastered	No use of current vocabulary
<b>Vocabulary Usage</b>	All words used correctly	Most words used correctly	Some words were misused	Many words were misused	Most words were misused
<b>Details</b>	Wonderful, details were great	Good, but I wanted to read more	Acceptable but somewhat skimpy	Not enough details; lacking the basics	Few, if any details; major details missing
<b>Accuracy: Subject-Verb Agreement</b>	No errors	1 or 2 errors; little affect in meaning	Frequent errors; may interfere with meaning	Errors interfere with meaning	Too many errors; meaning misunderstood
<b>Effort</b>	Very good effort	Good effort	Average effort	Below average effort	Minimal/no effort
<b>Graded Median _____</b>					

**PROJECT RUBRIC:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Task Completion</b>	Superior completion of task; meets all requirements	Completion of the task; meets requirements	Partial completion of the task	Minimal attempt to complete the task.	No attempt to complete the task.
<b>Comprehensibility</b>	100% understandable	Mostly understandable with 1 or 2 rough spots	Some parts unclear	Difficult to understand	Incomprehensible
<b>Fluency</b>	Smooth, natural speech	Mostly smooth, consistent	Some pauses but still acceptable	Too choppy	No fluency at all
<b>Vocabulary Usage</b>	All words used correctly	Most words used correctly	Some words were misused	Many words were misused	Most words were misused
<b>Details</b>	Full of details; basics with much elaboration	Good details; basics with some elaboration	Adequate details; basics only	Skimpy; lacking basic details	Few, if any basic details
<b>Accuracy: Subject-Verb Agreement</b>	No errors	1 or 2 errors; little affect in meaning	Frequent errors; may interfere with meaning	Errors interfere with meaning	Too many errors; meaning misunderstood
<b>Effort</b>	Very good effort	Good effort	Average effort	Below average effort	No effort
<b>Notes</b>	Didn't Use Notes (A)			Used Notes (F)	
<b>Graded Mean _____</b>					

**STORY-RETELLS RUBRIC:**

<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
Able to retell the story in Spanish with ease	Able to retell the story in Spanish with gaps and pauses	Able to retell the story in English	Understands the gist of the story	Doesn't understand the story at all

## SPANISH 2 RUBRICS

### ORAL RUBRIC:

	<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
<b>Comprehensibility</b>	100% understandable	Mostly understandable with 1 or 2 rough spots	Some parts unclear	Difficult to understand	Incomprehensible
<b>Fluency</b>	Sounds natural	Mostly natural, some pauses but consistent delivery	A few pauses, rate of delivery fluctuated but still acceptable	Choppy, meaning lost in the many pauses	Too choppy; difficult to listen to
<b>Current Vocabulary</b>	Used all the current vocabulary	Used most of the current vocabulary	Some current vocabulary used	Current vocabulary not mastered	No use of current vocabulary
<b>Vocabulary Usage</b>	Good choice of words, variety of words, all used correctly	Good choice of words, some variety, most used correctly	Some variety with a few mistakes in usage	Vocabulary is too simplistic and/or used incorrectly	Fails to demonstrate simplistic vocabulary and/or English used
<b>Details</b>	Full of details; basics with much elaboration	Good details; basics with some elaboration	Adequate details; basics only	Skippy; lacking basic details	Few, if any basic details
<b>Accuracy</b>	Grammar concepts studied are accurate	One or two grammar mistakes but they did not affect meaning	Some grammar mistakes; most of the meaning is clear	Meaning lost due to numerous grammar mistakes	Too many grammar mistakes for level
<b>Graded Median _____</b>					

### WRITTEN RUBRIC:

	<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
<b>Comprehensibility</b>	100% understandable	Mostly understandable with 1 or 2 rough spots	Some parts unclear	Difficult to understand	Incomprehensible
<b>Current Vocabulary</b>	Used all the current vocabulary	Used most of the current vocabulary	Some current vocabulary used	Current vocabulary not mastered	No use of current vocabulary
<b>Vocabulary Usage</b>	Good choice of words, variety of words, all used correctly	Good choice of words, some variety, most used correctly	Some variety with a few mistakes in usage	Vocabulary is too simplistic and/or used incorrectly	Fails to demonstrate simplistic vocabulary and/or English used
<b>Details</b>	Wonderful, details were great	Good, but I wanted to read more	Acceptable but somewhat skippy	Not enough details; missing some important details	No details; lacking much basic information
<b>Quality Sentences</b>	Awesome sentences, complex structures used	Good, solid sentences	Simple, but good sentences	Sentences too simple for level/ability	Incorrect sentence structures or too "English"
<b>Accuracy</b>	Grammar concepts studied are accurate	1 or 2 grammar mistakes; did not affect meaning	Some grammar mistakes; most of the meaning is clear	Meaning lost due to numerous grammar mistakes	Too many grammar mistakes for level
<b>Effort</b>	Very good effort	Good effort	Average effort	Below average effort	Minimal/no effort
<b>Graded Median _____</b>					

**PROJECT RUBRIC:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Task Completion</b>	Superior completion of the task; meets all requirements	Completion of the task; meets requirements	Partial completion of the task	Minimal attempt to complete the task.	No attempt to complete the task.
<b>Comprehensibility</b>	100% understandable	Mostly understandable with 1 or 2 rough spots	Some parts unclear	Difficult to understand	Incomprehensible
<b>Fluency</b>	Sounds natural	Mostly natural, some pauses but consistent delivery	A few pauses, rate of delivery fluctuated but still acceptable	Choppy, meaning lost in the many pauses	Too choppy; difficult to listen to
<b>Current Vocabulary</b>	Used all the current vocabulary	Used most of the current vocabulary	Some current vocabulary used	Current vocabulary not mastered	No use of current vocabulary
<b>Vocabulary Usage</b>	Good choice of words, variety of words, all used correctly	Good choice of words, some variety, most used correctly	Some variety with a few mistakes in usage	Vocabulary is too simplistic and/or used incorrectly	Fails to demonstrate simplistic vocabulary and/or English used
<b>Details</b>	Wonderful, details were great	Good, but I wanted to more	Acceptable but somewhat skimpy	Not enough details; missing some important details	No details; lacking much basic information
<b>Quality Sentences</b>	Awesome sentences, complex structures used	Good, solid sentences	Simple, but good sentences	Sentences too simple for level/ability	Incorrect sentence structures or too "English"
<b>Accuracy</b>	Grammar concepts studied are accurate	1 or 2 grammar mistakes; did not affect meaning	Some grammar mistakes; most of the meaning is clear	Meaning lost due to numerous grammar mistakes	Too many grammar mistakes for level
<b>Effort</b>	Very good effort	Good effort	Average effort	Below average effort	Minimal/no effort
<b>Notes</b>	Didn't Use Notes (A)			Used Notes (F)	
<b>Graded Mean _____</b>					

**STORY-RETELLS RUBRIC:**

<b>A Expert</b>	<b>B Advanced</b>	<b>C Intermediate</b>	<b>D Novice</b>	<b>F Beginner</b>
Able to retell the story in Spanish with ease	Able to retell the story in Spanish with gaps and pauses	Able to retell the story in English	Understands the gist of the story	Doesn't understand the story at all