

WRITING RUBRIC

A	Exceeds Target	<p>STUDENT CONSISTENTLY WRITES ABOVE INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WRITING directly relates to question/topic AND expands upon topic with many details; flows naturally with appropriate transitions; sentences are longer including uses of and/or/but and may also include uses of because/since/therefore; ideas are fully developed and well organized; appropriate use of dialogue may be evident. <input type="checkbox"/> VOCABULARY use exhibits a VARIETY of vocabulary from THROUGHOUT the year, is correct with minimal errors; has no English, and student may be able to talk around unknown vocabulary. <input type="checkbox"/> STRUCTURES are at upper tier of instruction; with no significant patterns of error; spelling and accents are accurate; consistent and accurate use of verb endings, word order, and plurals appropriate to instruction; relatively accurate use of tense and two-part verb constructions like want to go/can write/has to study, etc.; emerging use of advance structures appropriate to level.
B	Meets Target	<p>STUDENT CONSISTENTLY WRITES AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WRITING relates to question/topic AND develops it fully with some detail; flows naturally; sentences are longer and may include uses of and/or/but; ideas are organized and somewhat developed, <input type="checkbox"/> VOCABULARY use exhibits a VARIETY of RECENT vocabulary appropriate to topic; is correct with a few errors; and has no English. <input type="checkbox"/> STRUCTURES are appropriate to instruction; errors do not hinder overall comprehension; may exhibit a few patterns of error; spelling and accent errors are minimal; consistent and accurate use of verb endings, word order, and plurals appropriate to instruction, emerging use of tense and two-part verb constructions like want to go/can write/has to study, etc.
C	Approaches Target	<p>STUDENT SOMETIMES WRITES AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WRITING addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete. <input type="checkbox"/> VOCABULARY use is limited and may be incorrect, but some current vocabulary is evident. <input type="checkbox"/> STRUCTURES are at lower tier of instruction; errors begin to hinder comprehension; spelling and accent errors are evident; inconsistent use of basic-beginner structures (regular-verb endings, subject/verb/object word-order, plurals) as well as present/past/future.
D	Below Target	<p>STUDENT WRITES BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WRITING may not address task completely; sentences are often incomplete, repetitive, and disorganized. <input type="checkbox"/> VOCABULARY use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect. <input type="checkbox"/> STRUCTURES are below level of instruction; errors make comprehension difficult; spelling and accent errors predominate; incorrect use of basic-beginner structures far outweighs correct usage.
F	Far-Below Target	<p>STUDENT WRITES FAR-BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> WRITING does not address task, sentences are incomplete; student made little attempt. <input type="checkbox"/> VOCABULARY use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct. <input type="checkbox"/> STRUCTURES are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.
<p><i>An F grade will be earned if writing fails to address task or is insufficient to make proper evaluation.</i></p>		

SPEAKING RUBRIC

A	Exceeds Target	<p>STUDENT CONSISTENTLY SPEAKS ABOVE INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPEAKING expands upon task with much detail, flows naturally using appropriate transitions, and with little hesitation; sentences are longer including uses of and/or/but and may include uses of because/since/therefore; ideas are fully developed and well organized; appropriate use of dialogue may be evident. <input type="checkbox"/> VOCABULARY use exhibits an extensive range of both current and previous vocabulary with minimal errors. <input type="checkbox"/> STRUCTURES are at upper tier of instruction; errors are minimal; pronunciation is accurate; consistent use of both basic–beginner and intermediate–beginner structures; emerging use of advanced–beginner structures (object pronouns, adjective agreement, ser/estar, preterite/imperfect, stem–changers, and irregular past/future forms).
B	Meets Target	<p>STUDENT CONSISTENTLY SPEAKS AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPEAKING develops task fully with some detail and flows naturally; some hesitation is evident, but does not interfere with understanding; sentences are longer and may include uses of and/or/but; ideas are organized and developed, <input type="checkbox"/> VOCABULARY use is adequate and appropriate to task with few errors and exhibits much use of current vocabulary; some previous vocabulary may be evident. <input type="checkbox"/> STRUCTURES are appropriate to instruction; errors do not hinder overall comprehension; pronunciation errors are minimal; consistent use of basic–beginner structures; emergent use of intermediate–beginner structures (present/past/future, adjective position, irregular present forms, want to go/can write/has to study, reflexive verbs, gustar & similar verbs, and verbs after prepositions).
C	Approaches Target	<p>STUDENT SOMETIMES SPEAKS AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPEAKING addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete and may be merely a list of descriptions or actions. <input type="checkbox"/> VOCABULARY use is limited and may be incorrect, but some current vocabulary is evident. <input type="checkbox"/> STRUCTURES are at lower tier of instruction; errors begin to hinder comprehension; pronunciation may be influenced by native language; inconsistent use of basic–beginner structures (regular–verb endings, subject/verb/object word–order, plurals) as well as present/past/future.
D	Below Target	<p>STUDENT SPEAKS BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPEAKING may not address task completely; sentences are often incomplete, repetitive, and disorganized; difficult to follow. <input type="checkbox"/> VOCABULARY use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect. <input type="checkbox"/> STRUCTURES are below level of instruction; errors make comprehension difficult; pronunciation is highly influenced by native language; incorrect use of basic–beginner structures far outweighs correct usage.
F	Far–Below Target	<p>STUDENT SPEAKS FAR–BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPEAKING does not address task, sentences are incomplete; student made little attempt. <input type="checkbox"/> VOCABULARY use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct. <input type="checkbox"/> STRUCTURES are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.
<p><i>An F grade will be earned if speaking fails to address task or is insufficient to make proper evaluation.</i></p>		

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