

I. **Speaking.**

<p>A Expert</p>	<p>Student goes beyond specified task expressing themselves using a high-level of complexity and detail, using a variety of compound and complex sentences, and a variety of vocabulary that extends beyond topic. Student frequently takes risks, self-corrects often, and may use dialogue. Structures are mainly without error and are at the upper tier of student's level. Little or no hesitation. Pronunciation approaches native.</p>
<p>B Advanced</p>	<p>Student fully completes task expressing themselves using much detail, using a variety of compound and simple sentences, and a variety of vocabulary that completes, but does not extend topic. Student may use indirect dialogue. Structures exhibit some errors but do not hinder overall comprehensibility and are appropriate to the student's level. Some hesitation evident. Pronunciation still may be influenced by native language.</p>
<p>C Intermediate</p>	<p>Student minimally completes task expressing themselves using complete sentences and just enough vocabulary to address task, repetition may be evident. Thoughts are organized and developed, though lack detail. Structures exhibit frequent errors that begin to hinder overall comprehensibility and are at the lower tier of student's level. Hesitation begins to hinder comprehensibility. Pronunciation highly influenced by native language and begins to hinder comprehensibility.</p>
<p>D Novice</p>	<p>Student attempts, but does not complete task, frequently uses incomplete sentences and vocabulary is lacking. Thoughts are less organized or developed. Structure errors outweigh correct usage, hindering overall comprehensibility and are below expected student level. Frequent hesitation and pronunciation may greatly hinder comprehensibility.</p>
<p>F Beginner</p>	<p>Student makes little or no attempt to complete task. Complete sentences, appropriate vocabulary, organization, and/or development is minimal or nonexistent. Structure errors predominate and/or not enough information to assess structures. Frequent hesitation and pronunciation may greatly hinder comprehensibility.</p>

TARGETS: objective | objective | objective

II. Writing.

<p>A Expert</p>	<p>Student goes beyond specified task expressing themselves using a high-level of complexity and detail, using a variety of compound and complex sentences, and a variety of vocabulary that extends beyond topic. Student frequently takes risks, self-corrects often, and may use dialogue. Structures are mainly without error and are at the upper tier of student's level. Spelling and accent usage is fairly accurate.</p>
<p>B Advanced</p>	<p>Student fully completes task expressing themselves using much detail, using a variety of compound and simple sentences, and a variety of vocabulary that completes, but does not extend topic. Student may use indirect dialogue. Structures exhibit some errors but do not hinder overall comprehensibility and are appropriate to the student's level. Some spelling and accent errors, but they do not hinder overall comprehensibility.</p>
<p>C Intermediate</p>	<p>Student minimally completes task expressing themselves using complete sentences and just enough vocabulary to address task, repetition may be evident. Thoughts are organized and developed, though lack detail. Structures exhibit frequent errors that begin to hinder overall comprehensibility and are at the lower tier of student's level. Frequent spelling and accent errors begin to hinder overall comprehensibility.</p>
<p>D Novice</p>	<p>Student attempts, but does not complete task, frequently uses incomplete sentences and vocabulary is lacking. Thoughts are less organized or developed. Structure errors outweigh correct usage, hindering overall comprehensibility and are below expected student level. Frequent spelling and accents errors hinder overall comprehensibility.</p>
<p>F Beginner</p>	<p>Student makes little or no attempt to complete task. Complete sentences, appropriate vocabulary, organization, and/or development is minimal or nonexistent. Structure errors predominate and/or not enough information to assess structures. Frequent spelling and accents errors hinder overall comprehensibility.</p>

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