

**WRITING RUBRIC**

A	Exceeds Target	<p><b>STUDENT CONSISTENTLY WRITES ABOVE INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WRITING</b> 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.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> 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.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> 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.</li> </ul>
B	Meets Target	<p><b>STUDENT CONSISTENTLY WRITES AT INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WRITING</b> 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,</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use exhibits a VARIETY of RECENT vocabulary appropriate to topic; is correct with a few errors; and has no English.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> 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.</li> </ul>
C	Approaches Target	<p><b>STUDENT SOMETIMES WRITES AT INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WRITING</b> addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use is limited and may be incorrect, but some current vocabulary is evident.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> 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.</li> </ul>
D	Below Target	<p><b>STUDENT WRITES BELOW INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WRITING</b> may not address task completely; sentences are often incomplete, repetitive, and disorganized.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> are below level of instruction; errors make comprehension difficult; spelling and accent errors predominate; incorrect use of basic-beginner structures far outweighs correct usage.</li> </ul>
F	Far-Below Target	<p><b>STUDENT WRITES FAR-BELOW INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WRITING</b> does not address task, sentences are incomplete; student made little attempt.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.</li> </ul> <p style="text-align: center;"><b><i>An F grade will be earned if writing fails to address task or is insufficient to make proper evaluation.</i></b></p>

**SPEAKING RUBRIC**

A	Exceeds Target	<p><b>STUDENT CONSISTENTLY SPEAKS ABOVE INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SPEAKING</b> 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.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use exhibits an extensive range of both current and previous vocabulary with minimal errors.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> 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, <b>ser/estar</b>, preterite/imperfect, stem–changers, and irregular past/future forms).</li> </ul>
B	Meets Target	<p><b>STUDENT CONSISTENTLY SPEAKS AT INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SPEAKING</b> 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,</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use is adequate and appropriate to task with few errors and exhibits much use of current vocabulary; some previous vocabulary may be evident.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> 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, <b>gustar</b> &amp; similar verbs, and verbs after prepositions).</li> </ul>
C	Approaches Target	<p><b>STUDENT SOMETIMES SPEAKS AT INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SPEAKING</b> 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.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use is limited and may be incorrect, but some current vocabulary is evident.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> 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.</li> </ul>
D	Below Target	<p><b>STUDENT SPEAKS BELOW INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SPEAKING</b> may not address task completely; sentences are often incomplete, repetitive, and disorganized; difficult to follow.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> 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.</li> </ul>
F	Far–Below Target	<p><b>STUDENT SPEAKS FAR–BELOW INSTRUCTION LEVEL.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SPEAKING</b> does not address task, sentences are incomplete; student made little attempt.</li> <li><input type="checkbox"/> <b>VOCABULARY</b> use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct.</li> <li><input type="checkbox"/> <b>STRUCTURES</b> are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.</li> </ul>
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