|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **AMAZING** | **PROFICIENT** | **DEVELOPING** | **NO SUBSTANTIAL EVIDENCE** |
| + | * introduction to prompt
* creativity
* connection to culture
 |  |  |  |
| **VOCABULARY** | * wide variety of vocabulary spanning various chapters

AND/OR* combines words and phrases to create original sentences

AND/OR* new vocabulary gained outside of class
 | * sufficient vocabulary that conveys meaning and demonstrates mastery of topic
 | * limited vocabulary that doesn’t demonstrate mastery of topic
 | * English used repetitively
 |
| **GRAMMAR** | * limited minor grammatical errors
* spelling does not hinder overall comprehensibility
 | * various minor grammatical errors
* spelling somewhat hinder overall comprehensibility
* overall meaning is conveyed
 | * errors in grammar that affect overall comprehension
* spelling hinder overall comprehensibility
 | * grammatical and spelling errors severely affect comprehension
 |
| **CONTENT** | * fulfills prompt and adds details to support prompt
 | * fulfills prompt
 | * does not fulfill prompt
 | * does not address prompt
 |
| **STRUCTURE** | * ideas are organized in a logical manner
* varied sentence structure
* creates statements and asks questions based on familiar material
* transitions
* correct format
 | * ideas are somewhat organized in a logical way
* overall correct sentence structure used
* prompt is presented in correct format
 | * organization is weak/ Ideas are limited
* limited/repetitive sentence structure
 | * no organization
* no understanding of sentence structure demonstrated.
 |
| **COMPREHEN-SIBILITY** | * mastery of Spanish accent
* appropriate pauses
* errors never prevent communication
* self-corrects
 | * few pronunciation errors
* short unnecessary pauses
* errors sometimes prevent communication
 | * major pronunciation errors affecting comprehension
* major pauses detracting from understanding
* errors often prevent communication
 | * pauses/ pronunciation errors severely affect comprehension
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