

Level of Proficiency

1	2	3	4	5
Beginning	Improving	Functional	Proficient	Masterful
I do not understand this concept or recognize this material.	I can only understand, say, read, or write this with help.	I can understand, say, read, or write this with hints, time, or other resources.	I can understand, say, read, or write this with very few hints, little time, or other resources.	I can quickly and easily understand, say, read, or write this by memory.

Spanish Writing Rubric

1 - BEGINNING	2 - IMPROVING	3 - FUNCTIONAL	4 - PROFICIENT	5 - MASTERFUL
SPELLING & PUNCTUATION				
Many or major errors in punctuation or spelling	Errors in punctuation or spelling inhibit message	Errors in punctuation or spelling do not inhibit message	Very minor errors in spelling or punctuation	Punctuation and spelling and enhance clarity and flow
VERBS				
Many or major errors in verb choice, conjugation or tense	Many or major errors in verb choice, conjugation or tense; no compound verbs	Some errors in verb choice, conjugation or tense; at least one compound verb	Very minor errors in verb choice, conjugation or tense; several compound verbs	Nuance in verb choice, conjugation and tense with ample compound verbs
ADJECTIVES & ADVERBS				
Obvious absence of articles, adjectives or adverbs	Incorrect word order; blatant gender/number disagreement	Some errors in word order and gender/number agreement	Very minor errors in word order and gender/number agreement	No errors in word order and gender/number agreement
ANCILLARY PARTS				
Obvious absence of conjunctions, interrogatives, possessives or prepositions	Many or major errors in use of conjunctions, interrogatives, possessives, prepositions, etc.	Some erroneous conjunctions, interrogatives, possessives or prepositions, etc.	Very minor errors in use of conjunctions, interrogatives, possessives, prepositions, etc.	Accurate and ample use of conjunctions, interrogatives, possessives, prepositions, etc.
SENTENCE				
No attempt to use indirect objects; run-on, short or fragmented sentences	Uses few indirect objects and only simple sentences; lists terms in order to add length	Some errors in use of indirect objects; attempts sentence variety by listing some items	Has noticeable sentence variety, including both simple and complex sentences	Develops a distinctive voice through effective use of both simple and complex sentences
VOCABULARY				
Repetition of basic words and phrases; some English used	Very little on-topic vocabulary used to convey message	Adequate amount of on-topic vocabulary, coherent message	Good variety of on-topic vocab clearly conveys message	Wide variety and precision in vocabulary, effective message
MESSAGE				
Very short, includes English, and has major errors that make it hard to understand	Somewhat short with many or major errors that impede flow and intended message	Adequate length that manages to convey intended message but errors inhibit flow	Good length with minor errors that do not inhibit flow or cloud intended message	Substantial and conveys a clear message with a natural flow and distinctive voice

World Language Oral Rubric

1 - BEGINNING	2 - IMPROVING	3 - FUNCTIONAL	4 - PROFICIENT	5 - MASTERFUL
---------------	---------------	----------------	----------------	---------------

READINESS

Shows great reluctance or refuses to listen and speak altogether.	Understands and responds to familiar language when coaxed or led.	Understands, responds, and risks error in order to convey intended message.	Engages in discussion of different topics with few prompts or questions.	Confidently initiates and eagerly engages in discussion on a wide variety of topics.
---	---	---	--	--

PACING

Takes long pauses to interpret or answer questions.	Takes short but frequent pauses to interpret or answer questions.	Pauses only occasionally to interpret or answer questions.	Rarely pauses; asks questions to buy time and sustain conversation.	Deftly uses verbal pauses or questions to foster a natural exchange of ideas.
---	---	--	---	---

LANGUAGE VARIETY

Repeats the same few words or phrases.	Noticeably relies on particular words and phrases.	Uses common words and simple phrases as a scaffold for new ones.	Noticeably attempts to use a variety of words and avoids unnecessary repetition.	Employs a wide variety of verbs and vocabulary to create detailed sentences.
--	--	--	--	--

STRUCTURE

Does not create any correct complete sentences.	Struggles to create a few correct simple sentences.	Readily creates correct simple sentences.	Creates both simple and complex sentences correctly.	Readily uses compound verbs, creates complex sentences and self-corrects.
---	---	---	--	---

SYNTHESIS

Struggles to remember words and cannot convey an intelligible message.	Relies on rote memory or "canned" phrases to convey message.	Uses memorized phrases blended with new ones generated on the spot.	Generates original phrases with a natural flow that reflects understanding.	Uses precise, original phrases and improvises in ways that reflect intuitive grasp of the target language.
--	--	---	---	--

PRONUNCIATION

Mispronounces words in a way that makes intended message unintelligible.	Pronounces most words correctly but still retains heavy English accent.	Approximates target accent and rarely mispronounces.	Correctly pronounces and often reproduces authentic target accent.	Exhibits an authentic accent that contributes to a natural flow of speech.
--	---	--	--	--

EXPRESSION

Speaks in monotone or abandons ideas that are difficult to express.	Only occasionally uses gesture and tone to clarify or enhance intended message.	Regularly uses gesture and tone to clarify or enhance intended message.	Consistently uses gesture and tone to clarify and enhance message and attempts circumlocution.	Prevents listener confusion by using gesture, tone, and circumlocution to convey complex ideas.
---	---	---	--	---