**Spanish Conversation Rubric**

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|  | **1** | **3** | **5** |
| **Comprehensibility** | Partner, teacher, and audience cannot understand the speaker at all. | Partner, teacher, and audience can mostly understand what is said. | Partner, teacher, and audience can completely understand what is said. |
| **Comprehension** | Student makes it clear that s/he does not understand partner, asks clarifying questions only in English, responds in English, and cannot answer comprehension questions. | Student mostly understands what partner says in Spanish, asks clarifying questions in English if needed, and demonstrates some understanding though gesture and/or speech. | Student entirely understands what partner says in Spanish, asks clarifying questions in Spanish if needed, and demonstrates understanding through gesture and/or speech. |
| **Communication****Strategies** | Student stops conversation; refuses to use Spanish; or does not work to keep conversation going in Spanish. | Student works with partner to keep conversation going and uses some English to do so. | Student works with partner to keep the conversation going only in Spanish. |
| **Language Control** | Student makes more than 6 errors in grammar and demonstrates little to no language control. | Student makes 4-6 errors in grammar and demonstrates some language control and understanding. | Student makes no more than 3 errors in grammar and demonstrates high level of language control. |
| **Vocabulary** | Student uses little to no new or current vocabulary, instead relying on English or very basic vocabulary level. | Student uses some new vocabulary and sufficient previous vocabulary to meet assignment standard. | Student goes above and beyond in using current vocabulary level, applying vocabulary in appropriate ways. |
| **Cultural** **Awareness** | Student uses little to no appropriate cultural gestures, accent, responses, or reactions. | Student uses some appropriate cultural gestures, accent, responses, and reactions. | Student uses appropriate cultural gestures, accent, responses, and reactions. |
| **Meets Assignment****Standards** | Student refuses to speak, speaks only in English, or doesn’t follow assignment | Student meets more than half of the assignment standards; may speak in English a little; asks clarifying questions. | Student goes above and beyond in meeting the assignment standards; does not use English at all. |

**Spanish Writing Rubric**

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|  | **1** | **3** | **5** |
| **Comprehensibility** | Audience cannot understand the writer at all; writer only uses English. | Audience can mostly understand what is written. | Audience can completely understand what is written. |
| **Comprehension** | Student makes it clear that s/he does not understand what s/he wrote and cannot answer comprehension questions. | Student mostly understands what s/he wrote in Spanish, shows some reliance on dictionaries, and can answer most comprehension questions regarding his/her work. | Student entirely understands what s/he wrote in Spanish, shows little to no reliance on dictionaries, and can answer comprehension questions regarding his/her work. |
| **Communication****Strategies** | Student does not demonstrate usage of the writing process or refuses to write at all. | Student uses most of the writing process steps, using some English if needed in drafts. | Student uses the entire writing process and stays in Spanish for the entire process. |
| **Language Control** | Student makes more than 6 serious errors in grammar and demonstrates little to no language control. | Student makes 4-6 serious errors in grammar and demonstrates some language control and understanding. | Student makes no more than 3 serious errors in grammar and demonstrates high level of language control. |
| **Vocabulary** | Student uses little to no new or current vocabulary, instead relying on English or very basic vocabulary level. | Student uses some new vocabulary and sufficient previous vocabulary to meet assignment standard. | Student goes above and beyond in using current vocabulary level, applying vocabulary in appropriate ways. |
| **Cultural** **Awareness** | Student uses no appropriate cultural sayings or idioms in context. | Student uses some appropriate cultural sayings and idioms in context. | Student uses appropriate cultural sayings and idioms in context. |
| **Meets Assignment****Standards** | Student refuses to write at all, writes only in English, or doesn’t follow assignment directions. | Student meets more than half of the assignment standards. | Student goes above and beyond in meeting the assignment standards; does not use English at all. |

**Spanish Presentation Rubric**

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|  | **1** | **3** | **5** |
| **Comprehensibility** | Partner, teacher, and audience cannot understand the speaker at all. | Partner, teacher, and audience can mostly understand what is said. | Partner, teacher, and audience can completely understand what is said. |
| **Comprehension** | Student makes it clear that s/he does not understand what s/he is saying, answers clarifying questions only in English, uses mostly English in presentation. | Student mostly understands what s/he says in Spanish, answers clarifying questions in English if needed, and demonstrates some understanding though gesture and/or speech. | Student entirely understands what s/he says in Spanish, answers clarifying questions in Spanish if needed, and demonstrates understanding through gesture and/or speech. |
| **Communication****Strategies** | Student refuses to use Spanish; uses English 3 or more times and does not use any strategies to keep presentation going. | Student shows some ease in giving presentation in Spanish; only uses English 2 or fewer times. | Student comfortably gives presentation only in Spanish. |
| **Language Control** | Student makes more than 6 errors in grammar and demonstrates little to no language control. | Student makes 4-6 errors in grammar and demonstrates some language control and understanding. | Student makes no more than 3 errors in grammar and demonstrates high level of language control. |
| **Vocabulary** | Student uses little to no new or current vocabulary, instead relying on English or very basic vocabulary level. | Student uses some new vocabulary and sufficient previous vocabulary to meet assignment standard. | Student goes above and beyond in using current vocabulary level, applying vocabulary in appropriate ways. |
| **Cultural** **Awareness** | Student uses little to no appropriate cultural gestures, accent, responses, or reactions. | Student uses some appropriate cultural gestures, accent, responses, and reactions. | Student uses appropriate cultural gestures, accent, responses, and reactions. |
| **Meets Assignment****Standards** | Student refuses to present, speaks only in English, or doesn’t follow assignment | Student meets more than half of the assignment standards; may speak in English a little; asks clarifying questions. | Student goes above and beyond in meeting the assignment standards; does not use English at all. |