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| **A** | **Advanced** | **100%** | **STUDENT CONSISTENTLY SPEAKS ABOVE INSTRUCTION LEVEL.*** **SPEAKING** 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.
* **VOCABULARY** use exhibits an extensive range of both current and previous vocabulary with minimal errors.
* **STRUCTURES** 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
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| **B** | **Proficient** | **85%** | **STUDENT CONSISTENTLY SPEAKS AT INSTRUCTION LEVEL.*** **SPEAKING** 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,
* **VOCABULARY** is adequate and appropriate to task with few errors and exhibits much use of current vocabulary; some previous vocabulary may be evident.
* **STRUCTURES** 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
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| **C** | **Intermediate** | **70%** | **STUDENT SOMETIMES SPEAKS AT INSTRUCTION LEVEL.*** **SPEAKING** 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.
* **VOCABULARY** use is limited and may be incorrect, but some current vocabulary is evident.
* **STRUCTURES** are at lower tier of instruction; errors begin to hinder comprehension; pronunciation may be influenced by native language; inconsistent use of basic-beginner structures as well as present/past/future.
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| **D** | **Novice** | **55%** | **STUDENT SPEAKS BELOW INSTRUCTION LEVEL.*** **SPEAKING** may not address task completely; sentences are often incomplete, repetitive, and disorganized; difficult to follow.
* **VOCABULARY** use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect.
* **STRUCTURES** 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.
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| **F** | **Beginner** | **40%** | **STUDENT SPEAKS FAR-BELOW INSTRUCTION LEVEL.*** **SPEAKING** does not address task, sentences are incomplete; student made little attempt.
* **VOCABULARY** use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct.
* **STRUCTURES** are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.
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| ***A grade of IN (Insufficient) will be earned if writing fails to address task or is insufficient to make proper evaluation.*** |

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| **A** | **Advanced** | **100%** | **STUDENT CONSISTENTLY WRITES ABOVE INSTRUCTION LEVEL.*** **WRITING** 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.
* **VOCABULARY** 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.
* **STRUCTURES** 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.
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| **B** | **Proficient** | **85%** | **STUDENT CONSISTENTLY WRITES AT INSTRUCTION LEVEL.*** **WRITING** 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.
* **VOCABULARY** use exhibits a VARIETY of RECENT vocabulary appropriate to topic; is correct with a few errors; and has no English.
* **STRUCTURES** 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.
 |
| **C** | **Intermediate** | **70%** | **STUDENT SOMETIMES WRITES AT INSTRUCTION LEVEL.*** **WRITING** addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete.
* **VOCABULARY** use is limited and may be incorrect, but some current vocabulary is evident.
* **STRUCTURES** 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.
 |
| **D** | **Novice** | **55%** | **STUDENT WRITES BELOW INSTRUCTION LEVEL.*** **WRITING** may not address task completely; sentences are often incomplete, repetitive, and disorganized.
* **VOCABULARY** use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect.
* **STRUCTURES** are below level of instruction; errors make comprehension difficult; spelling and accent errors predominate; incorrect use of basic-beginner structures far outweighs correct usage.
 |
| **F** | **Beginner** | **40%** | **STUDENT WRITES FAR-BELOW INSTRUCTION LEVEL.*** **WRITING** does not address task, sentences are incomplete; student made little attempt.
* **VOCABULARY** use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct.
* **STRUCTURES** are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.

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| ***A grade of IN (Insufficient) will be earned if writing fails to address task or is insufficient to make proper evaluation.*** |