Rubrics for Spanish Written Composition Papers

ORGANIZATION:

1. Speech shows no organization and is barely comprehensible. Ideas are lacking and organization is absent. Audience cannot understand presentation because there is no sequence of information.
2. Speech shows poor organization and ideas are relatively incoherent or irrelevant. Speech requires interpretation on the part of the listener.
3. Speech shows organization and ideas are communicated in a logical sequence. Speech is mostly comprehensible so audience can follow.
4. Speech shows good organization and ideas are communicated in an original and logical way. Speech is readily comprehensible and audience can follow.

MECHANICS:

1. Inaccurate spelling, punctuation, and/or capitalization.
2. Somewhat inaccurate spelling, punctuation, and/or capitalization.
3. Mostly accurate spelling, punctuation, and/or capitalization.
4. Few or no errors in spelling, punctuation, and/or capitalization.

VOCABULARY:

1. Meaning is absent because of limited vocabulary and inadequate use of vocabulary.
2. Meaning is unclear through weak use of vocabulary. Somewhat inadequate and/or inaccurate use of vocabulary.
3. Meaning is clear through the use of appropriate vocabulary. Adequate and accurate use of vocabulary.
4. Meaning is very clear through use of varied and correct vocabulary and proper word choice. Rich use of vocabulary.

SYNTAX:

1. Attempted use of complete sentences, incorrect word order, no or almost no conjunctions.
2. Predominant use of complete yet repetitive sentences, some incorrect word order and few or almost no conjunctions.
3. Emerging variety of complete sentences and some conjunction and adequate word order.
4. Variety of complete sentences and or conjunctions.

GRAMMAR:

1. Meaning is absent because of excessive grammatical errors. Inadequate and/or inaccurate use of basic language structures.
2. Meaning is unclear through use of little or no word order, level appropriate grammar and verb tenses. Emerging use of basic language structures.

3. Meaning is clear through use of minor errors in word order and level appropriate grammar and verb tenses. Adequate use of basic language structures.

4. Meaning is very clear through use of correct word order and syntax of the target language. Control of basic language structures.

**SCORING:**
20 points = A+
18-19 points = A
17 points = A-
16 points = B+
14-15 points = B
13 points = B-
12 points = C+
10-11 points = C
9 points = C-
7-8 points = D
1-6 points = F