

Español 3 – Sr. Madan
Honors Writing Evaluation Rubric

Nombre: _____
Fecha: _____

Dimension ↓	Performance Level →	4	3	2	1	0
<p>Purpose/Task</p> <p>4 Accomplishes the task with many details clearly connected to the development of the task, but there may be minor irrelevancies.</p> <p>3 Accomplishes the task with some details generally connected to the development of the task, but there may be some irrelevancies.</p> <p>2 Accomplishes the task with few details, some of which may be loosely connected to the task, and/or there may be many irrelevancies.</p> <p>1 Attempts to accomplish the task; makes reference to the task but provides few or no supporting details.</p>						
<p>Organization</p> <p>4 Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle and end; makes smooth transitions between ideas.</p> <p>3 Exhibits a logical sequence; provides a beginning, middle and end.</p> <p>2 Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.</p> <p>1 Exhibits little order; provides a series of separate sentences and/or disconnected ideas.</p>						
<p>Vocabulary</p> <p>4 Includes a wide variety of vocabulary, including some from Spanish 2/3, that expands the topic, but there may be minor inaccuracies.</p> <p>3 Includes a variety of vocabulary related to the topic that may include Spanish 2/3, but there may be minor inaccuracies.</p> <p>2 Includes only Middle School/Spanish 1 vocabulary and/or some vocabulary may be inaccurate or unrelated to the topic.</p> <p>1 Includes limited Middle School/Spanish 1 vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.</p>						
<p>Structure</p> <p>4 Demonstrates high control of Middle School/Spanish 1 structure and shows some control of Spanish 2/3 structure*; errors do not hinder overall comprehensibility of passage.</p> <p>3 Demonstrates high control of Middle School/Spanish 1 structure AND may make attempts at employing Spanish 2/3 structure*; errors do not hinder overall comprehension.</p> <p>2 Shows some control of Middle School/Spanish 1 structure; errors do hinder overall comprehension.</p> <p>1 Little or no control of ANY structure; errors prevent comprehension.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Structure at Spanish 2/3 includes:</p> <ul style="list-style-type: none"> • subject/verb agreement • past, present, future ideas expressed as appropriate • noun/adjective agreement • correct word order • possible errors with more complex structures • comprehensible to native speakers used to dealing with foreigners </div>						
<p>Spelling</p> <p>4 Makes a conscious effort to use accent marks, AND there are very few spelling errors.</p> <p>3 Not many spelling errors; errors do not hinder comprehension</p> <p>2 No conscious effort to use accent marks and/or more than a few spelling errors, some of which may hinder comprehension.</p> <p>1 Lack of control of spelling; many errors hinder comprehension.</p>						
Total Raw Scores:						
20-18 = 4 / 17-13 = 3 / 12-8 = 2 / 7-3 = 1 / 2-1 = 0						
Converted Score:						