

DVUSD World Languages Writing Rubric

Presentational Writing (PW) Standard: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.

Interpersonal Communication (IC) Standard: Interact and negotiate meaning in spoken, *written*, or signed conversations to share information, reactions, feelings, and opinions.

- 4** *Fully* completes the task.
Ideas are *well organized* and *fully* developed with many details.
Language includes *rich* vocabulary, a variety of structures, and is creative.
Very few errors.
- 3** Completes the task.
Ideas are organized and *somewhat* developed.
Language includes a *variety* of vocabulary and structures.
Errors do not interfere with communication.
- 2** *Partially* completes the task.
Ideas are appropriate but *basic*; may lack details or organization.
Language includes *basic* vocabulary; structures may be repetitive.
Errors may *interfere* with communication at times.
- 1** *Does not* complete the task.
Ideas are *limited* or incomplete.
Language includes *limited* vocabulary and structures.
Significant errors throughout.
- 0** No evidence

DVUSD World Languages Speaking Rubric

Interpersonal Communication (IC) Standard: Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.

Presentational Speaking (PS) Standard: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.

- 4** Student can understand and *fully* participate with ease.*
Ideas are *fully* developed with many details.
Speech flows *naturally* and could be easily understood by anyone.
- 3** Student *mostly* understands and can respond appropriately.*
Ideas are *somewhat* developed.
Speech *generally* flows well and can be understood by the teacher.
- 2** Student *somewhat* understands, but may need some support.*
Ideas are appropriate but *basic*; student does not elaborate.
Speech may be hesitant or choppy; may be difficult to understand at times.
- 1** Student *struggles* to understand even with support.*
Ideas are *limited* or incomplete.
Speech includes long pauses, or cannot be understood.
- 0** No evidence

**Not assessed in presentational speaking*

DVUSD World Languages Reading/Listening Rubric

Interpretive Listening (IL) Standard: Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.

Interpretive Reading (IR) Standard: Understand, interpret, and analyze what is read or viewed on a variety of topics.

- 4** *Consistently* understands stated information and supporting details.
Can make appropriate inferences.
- 3** *Usually* understands stated information and supporting details.
Can make some appropriate inferences.
- 2** *Sometimes* understands stated information and supporting details.
- 1** *Rarely* understands stated information.
- 0** No evidence