

# Rubric & Learning Targets

## Rubrics Shared by EMC State Standards

### Learning Targets

#### Interpretive Listening -

December =	No Evidence 0	Novice Low 3	Novice Mid 4	
May =	No Evidence 0	Novice Low 2	Novice Mid 3	Novice High 4

#### Interpretive Reading -

December =	No Evidence 0	Novice Low 3	Novice Mid 4	
May =	No Evidence 0	Novice Low 2	Novice Mid 3	Novice High 4

#### Interpersonal Speaking -

December =	No Evidence 0	Novice Low 3	Novice Mid 4	
May =	No Evidence 0	Novice Low 2	Novice Mid 3	Novice High 4

#### Interpersonal Writing -

December =	No Evidence 0	Novice Low 3	Novice Mid 4	
May =	No Evidence 0	Novice Low 2	Novice Mid 3	Novice High 4

#### Presentational Speaking -

December =	No Evidence 0	Novice Low 3	Novice Mid 4	
May =	No Evidence 0	Novice Low 2	Novice Mid 3	Novice High 4

#### Presentational Writing -

December =	No Evidence 0	Novice Low 3	Novice Mid 4	
May =	No Evidence 0	Novice Low 2	Novice Mid 3	Novice High 4

<b>Spanish 8</b>				1	2	3	4		
<b>Spanish 7</b>			1	2	3	4			
<b>Spanish 6</b>			1	2	3	4			
<b>Spanish 5</b>		1	2	3	4				
<b>Spanish 4</b>	1	2	3	4					
<b>Spanish 3</b>	2	3	4						
<b>Spanish 2</b>	2	3	4						
<b>Spanish 1</b>	3	4							
	<b>NL</b>	<b>NM</b>	<b>NH</b>	<b>IL</b>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>

### Interpersonal & Presentational Writing Rubric

Presentational 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 Standard: Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.

- 4 *Fully* completes 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 *Somewhat* 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 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 task.  
Ideas are *limited* or incomplete.  
Language includes *limited* vocabulary and structures.  
*Significant* errors throughout.
- 0 No evidence

### Interpersonal Speaking Rubric

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

- 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

### **Interpretive Reading and Listening**

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

Interpretive Listening Standard: Understand, interpret, and analyze what is heard (communicated in ASL) 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

<b>Interpersonal and Presentational Writing</b>				
	<b>1 Minimal Proficiency</b>	<b>2 Approaching Proficiency</b>	<b>3 Proficient</b>	<b>4 Highly Proficient</b>
<b>Task Completion</b>	<i>Does not</i> complete task.	<i>Partially</i> completes task.	<i>Somewhat</i> completes the task.	<i>Fully</i> completes task.
<b>Complexity</b>	Ideas are <i>limited</i> or incomplete.	Ideas are appropriate but <i>basic</i> ; may lack details or organization.	Ideas are organized and <i>somewhat</i> developed.	Ideas are <i>well organized</i> and <i>fully</i> developed with many details.
<b>Language</b>	Language includes <i>limited</i> vocabulary and structures.	Language includes <i>basic</i> vocabulary; structures may be repetitive.	Language includes a <i>variety</i> of vocabulary and structures.	Language includes <i>rich</i> vocabulary, a variety of structures, and is creative.
<b>Comprehensibility</b>	<i>Significant</i> errors throughout.	Errors <i>may</i> interfere with communication at times.	Errors <i>do not interfere</i> with communication.	<i>Very few</i> errors.

<b>Interpersonal Speaking Rubric</b>				
	<b>1 Minimal Proficiency</b>	<b>2 Approaching Proficiency</b>	<b>3 Proficient</b>	<b>4 Highly Proficient</b>
<b>Comprehension</b>	Student <i>struggles</i> to understand even with support.	Student <i>somewhat</i> understands, but <i>may</i> need some support..	Student <i>mostly</i> understands and can respond appropriately.	Student can understand and <i>fully</i> participate with ease.
<b>Complexity</b>	Ideas are <i>limited</i> or incomplete.	Ideas are appropriate but <i>basic</i> ; student does not elaborate.	Ideas are <i>somewhat</i> developed.	Ideas are <i>fully</i> developed with many details.
<b>Language</b>	Speech includes long pauses, or <i>cannot</i> be understood.	Speech may be hesitant or choppy; <i>may be difficult</i> to understand at times.	Speech <i>generally</i> flows well and can be understood by the teacher.	Speech <i>flows</i> naturally and could be <i>easily</i> understood by anyone.

<b>Interpretive Reading and Listening Rubric</b>				
	<b>1 Minimal Proficiency</b>	<b>2 Approaching Proficiency</b>	<b>3 Proficient</b>	<b>4 Highly Proficient</b>
<b>Comprehension</b>	Rarely understands stated information.	Sometimes understands stated information and supporting details.	Usually understands stated information and supporting details. Can make some appropriate inferences.	Consistently understands stated information and supporting details. Can make appropriate inferences.