

DVUSD World Languages Speaking and Writing Rubric

Name:

Date:

Course:

	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished	Strong	Minimal	Limited
Appropriate Response	Maintains the exchange with a series of responses that is clearly appropriate within the context of the task.	Maintains the exchange with a series of responses that is generally appropriate within the context of the task.	Maintains the exchange with a series of responses that is somewhat appropriate and basic within the context of the task.	Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task. (AP)
Comprehensibility	Fully understandable, with ease and clarity of expression, occasional errors do not impede comprehensibility. Clarification or self-correction (if present) improves comprehensibility.	Fully understandable, with some errors which do not impede comprehensibility. Clarification or self-correction (if present) usually improves comprehensibility.	Generally understandable, with errors that may impede comprehensibility. Clarification or self-correction (if present) sometimes improves comprehensibility.	Partially understandable, with errors that force interpretation and cause confusion for the listener. Clarification or self-correction (if present) usually does not improve comprehensibility. (AP)
Complexity	Response is complex. Ideas are organized, fully developed, and show frequent elaboration. Sentences are longer with much detail, speech flows naturally, and vocabulary and structures demonstrate a wide range of ability.	Response is somewhat complex. Ideas are organized and developed, and show some elaboration. Sentences are longer with some detail, speech flows somewhat naturally, and vocabulary and structures demonstrate a nice range of ability.	Response is simple. Ideas are organized, but not as developed, sentences may be short/choppy with little detail, repetition is evident, speech is hesitant, and vocabulary and structure usage is limited.	Response is too simple. Ideas are disorganized with little development, sentences may be incomplete, repetition predominates, speech is very hesitant, and vocabulary and structure usage is severely limited. (Benedict)
	8	7	6	5

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