



Level Two Presentational Speaking/Writing Rubric

Semester 2 Proficiency Target: **Intermediate Low**

	Strong (5)	Good (4)	Developing (3)	Emerging (2)	No Evidence (1)
Content	The student addresses <u>the points</u> in the prompt. 1*	The student addresses <u>most of the points</u> in the prompt. 1*	The student addresses <u>some points</u> in the prompt. 1*	The student <u>barely</u> addresses the points in the prompt. 1*	No evidence
Organization	The student produces speech or writing that is well organized or logically sequenced.	The student produces speech or writing that is <u>mostly</u> organized or logically sequenced.	The student produces speech or writing that is <u>somewhat</u> organized.	The student produces speech or writing that is not organized.	No evidence
Text/ Discourse Type	The student uses language with <u>simple and complete sentences</u> , and s/he starts to <u>create</u> new expressions, sentences, and formulate questions as needed consistently.	The student uses, combines, recombines, and creates language with <u>simple and complete sentences</u> .	The student uses and combines practiced/memorized phrases to <u>create simple and complete sentences</u> .	The student uses <u>very few simple and complete sentences</u> to organize language.	No evidence
Language Control	The student shows control of practiced structures, word order, spelling, and conventions, S/he uses correct tense required by the prompts and shows culture awareness as needed. 2*	The student shows <u>some</u> control of practiced structures, word order, spelling, and conventions. S/he may start to use present tense and to show culture awareness. 2*	The student shows <u>inconsistent</u> control of practiced structures, word order, spelling, and conventions. 2*	The student <u>attempts to use</u> practiced structures, word order, spelling, and conventions. 2*	No evidence
Vocabulary	The student uses <u>a range of practiced/memorized vocabulary and expressions</u> and <u>combines/recombines</u> what s/he learned. S/he uses different verbs and sentence structures.	The student uses <u>a variety of practiced/memorized vocabulary and expressions</u> .	The student uses <u>practiced/memorized vocabulary and expressions</u> .	The student uses <u>some practiced/memorized vocabulary and expressions</u> .	No evidence
Details/ Complexity	The student expands the response with <u>elaborated details of description or explanation</u> . S/he starts using a <u>variety of simple sentence structures</u> . 3*	The student expands the response with <u>some details of description or explanation</u> . 3*	The student expands and expands the response with <u>some simple details</u> . 3*	The student expands the response <u>without details</u> . 3*	No evidence

1* Students can be understood by an empathetic listener/reader with increased ease. If students' speaking & writing is off-topic, no credits for other criteria.

2* Errors, hesitation, repetition, and self-correction are expected at this stage and their language output may be influenced by students' L1.

3* use of adjectives to describe nouns, and adverbs and prepositional phrases to describe verbs, but may not only be limited to these categories.

Total: ____/30 27-30 points=90%+ Letter Grade: A; 24-26 points=80-89% Letter Grade: B; 18-23 points=70-76% Letter Grade: C;

12-17 points=60-67% Letter Grade: D; 12 below: Letter Grade: F

Revised on 3/25/25