

**SPANISH 12**  
**SCORING GUIDES**  
**GRADE 12 ORAL PERFORMANCE SCORING GUIDE I –**  
**RESPONSE TO QUESTIONS SCORING GUIDE**

SCALEPOINT	CONTENT
<b>6</b>	<p>Answers on all questions are clearly understood by evaluator.</p> <ul style="list-style-type: none"> <li>• language is accurate</li> <li>• response is timely with natural pausing</li> <li>• vocabulary and intonation expresses fluency</li> <li>• errors never interfere with meaning</li> </ul>
<b>5</b>	<p>Answers on almost all questions are clearly understood by evaluator.</p> <ul style="list-style-type: none"> <li>• language is accurate</li> <li>• response is timely with some hesitation</li> <li>• vocabulary and intonation expresses fluency</li> <li>• errors hardly ever interfere with meaning</li> </ul>
<b>4</b>	<p>Answers are generally understood by evaluator.</p> <ul style="list-style-type: none"> <li>• language is accurate but may be simplistic</li> <li>• response is timely although there may be hesitation</li> <li>• vocabulary and intonation may express fluency</li> <li>• errors weaken but do not interfere with meaning</li> </ul>
<b>3</b>	<p>Answers may be unclear for the evaluator.</p> <ul style="list-style-type: none"> <li>• language is basic</li> <li>• response is punctuated by hesitation; at times no answer may be given</li> <li>• may use appropriate vocabulary and intonation to express meaning</li> <li>• errors in word choice, basic structures and language; but sustains use of Spanish</li> </ul>
<b>2</b>	<p>Answers are unclear for the evaluator.</p> <ul style="list-style-type: none"> <li>• language is very basic; may speak infrequently and briefly</li> <li>• response is punctuated by hesitation; many times no answer may be given</li> <li>• seldom uses appropriate vocabulary and intonation to express meaning</li> <li>• may use English words and phrases</li> </ul>
<b>1</b>	<p>Answers are unclear for the evaluator.</p> <ul style="list-style-type: none"> <li>• response is irrelevant</li> <li>• little Spanish is used and virtually no understanding of basics is demonstrated</li> </ul>
<b>NR</b> <b>0</b>	<p>No answers are given or answers are completely incorrect.</p> <ul style="list-style-type: none"> <li>• no assessment is made</li> </ul>

There are no half marks given in this rubric.

**GRADE 12 ORAL PERFORMANCE SCORING GUIDE II –  
RESPONSE TO THEMATIC TOPIC SCORING GUIDE**

SCALEPOINT	CONTENT
<b>6</b>	<p>Message is clear and well-developed with relevant and appropriate details.</p> <ul style="list-style-type: none"> <li>• uses language fluently, accurately, and effectively on topic provided</li> <li>• uses precise vocabulary and intonation to express meaning showing fluency and ease of speech (language flows easily)</li> <li>• attempts complex structures and language to make meaning precise</li> <li>• controls grammar well; errors virtually never interfere with communication</li> </ul>
<b>5</b>	<p>Message is mainly clear and well-developed with relevant and appropriate details.</p> <ul style="list-style-type: none"> <li>• uses language fluently, accurately, and effectively on topic provided</li> <li>• uses precise vocabulary and intonation to express meaning; hesitations do not interfere with fluency and ease of speech</li> <li>• may attempt complex structures and language to make meaning precise</li> <li>• controls grammar well; errors seldom interfere with understanding</li> </ul>
<b>4</b>	<p>Message is understandable; includes some detail.</p> <ul style="list-style-type: none"> <li>• overall uses language accurately and effectively on topic provided</li> <li>• may use appropriate vocabulary and intonation to express meaning; hesitations may interfere with fluency and ease of speech</li> <li>• uses basic structures and language overall</li> <li>• may include errors in word choice, idiom, tense, and structure that weaken but do not prevent communication</li> </ul>
<b>3</b>	<p>Message may be unclear, incomplete, and punctuated by hesitation.</p> <ul style="list-style-type: none"> <li>• uses language in a very basic manner on topic provided</li> <li>• may use appropriate vocabulary and intonation to express meaning</li> <li>• uses simple basic structures and language; repetitive; but sustains use of Spanish</li> <li>• errors in word choice, idiom, tense, and structure disrupt communication</li> </ul>
<b>2</b>	<p>Message is unclear, incomplete, and punctuated by hesitation.</p> <ul style="list-style-type: none"> <li>• uses language in a very basic manner; may speak infrequently and briefly</li> <li>• seldom uses appropriate vocabulary and intonation to express meaning</li> <li>• uses simple structures and often repeats simple patterns; may use English words and phrases</li> <li>• errors prevent communication</li> </ul>
<b>1</b>	<p>Message is unclear, incomplete, inappropriate, or too short to evaluate.</p> <ul style="list-style-type: none"> <li>• little Spanish is used and virtually no understanding of basics is demonstrated</li> </ul>
<b>NR</b> <b>0</b>	<p>No answer is given or answer is completely incorrect.</p> <ul style="list-style-type: none"> <li>• no assessment is made</li> </ul>

There are no half marks given in this rubric.

## RUBRIC FOR WRITTEN COMPREHENSION

	<b>Message/Information</b>	<b>Language</b>	<b>Vocabulary/Idiom</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• has ideas that are fully developed with clarity, ease and depth</li> <li>• is well organized and on topic</li> <li>• completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a good understanding and control of appropriate verb tenses</li> <li>• has varied sentence structure which integrates transitional words to link thoughts</li> <li>• may have errors which do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• has wide range of appropriate vocabulary/idioms which is predominantly correct</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• has ideas that are well developed and flow clearly and logically</li> <li>• is well organized and on topic</li> <li>• completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a reasonable understanding and control of appropriate verb tenses</li> <li>• has sentence structure which has some variety and may integrate transitional words to link thoughts</li> <li>• has errors which do not interfere with the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• has a good range of generally appropriate vocabulary/idioms which is generally correct</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• has ideas that are adequately developed and generally clear</li> <li>• is organized and on topic</li> <li>• completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• has some understanding and control of appropriate verb tenses</li> <li>• rarely goes beyond basic sentence structure</li> <li>• has errors which weaken the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• rarely goes beyond high frequency vocabulary/idioms but is generally correct and may have occasional errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• has ideas that are often simplistic and lack development</li> <li>• shows weak organization</li> <li>• has difficulty in completing the task</li> </ul>	<ul style="list-style-type: none"> <li>• has difficulty in controlling appropriate verb tenses</li> <li>• demonstrates basic sentence structure</li> <li>• has errors which interfere with the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• has a limited range of vocabulary/idioms which may be frequently incorrect</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• has limited ideas and development</li> <li>• shows minimal organization</li> <li>• does not complete the task</li> </ul>	<ul style="list-style-type: none"> <li>• has verb tenses which are predominantly incorrect</li> <li>• has poor sentence structure</li> <li>• has errors which impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>• has a very limited range of vocabulary/idioms which is predominantly incorrect</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• has very limited ideas and no sense of development</li> <li>• shows no organization</li> <li>• does not complete the task</li> </ul>	<ul style="list-style-type: none"> <li>• has no control of verbs</li> <li>• has non-functional sentence structure</li> <li>• has errors which block meaning</li> </ul>	<ul style="list-style-type: none"> <li>• has minimal vocabulary/idioms which may be frequently invented</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• does not present enough message/information to be evaluated</li> </ul>		
<b>NR</b>	<ul style="list-style-type: none"> <li>• a blank paper with no response given</li> </ul>		