

EVALUATION CRITERIA FOR SPANISH COMPOSITIONS

(NOTE: CRITERIA MODIFIED TO MATCH COURSE LEVEL IN WHICH STUDENT IS ENROLLED.)

	<u>POINTS</u>
Content (Information Conveyed)	
• minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate	19
• limited information; ideas present but not developed; lack of supporting detail or evidence	22
• adequate information; some development of ideas; some ideas lack supporting detail or evidence	25
• very complete information; no more can be said; thorough; relevant; on target	30
Organization	
• series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate	16
• limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed	18
• an apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete	22
• logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever	25
Vocabulary	
• inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words; or not enough to evaluate	16
• erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied	18
• adequate but not impressive; some erroneous word usage or choice; but meaning is not confused or obscured; some use of words studied	22
• broad; impressive; precise and effective word use and choice; extensive use of words studied	25
Language	
• one or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate	13
• no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language	15
• no errors in the grammar presented in lesson; occasional errors in subject/verb agreement or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete	17
• no errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language	20

TOTAL POINTS: _____/100