

### SLO#3: Spanish 3 Presentational Writing. Targeted Range-Intermediate-Mid Fall 2015

	Exceeds Expectations Intermediate-High: 4	Meets Expectations Intermediate-Mid: 3	Approaches Expectations Intermediate -Low: 2	Below Expectations Novice-High: 1	Total
<b>Task</b> How well does the writer complete the task?	<ul style="list-style-type: none"> <li>• Writer completes the task by creating a wide variety of statements and questions and some paragraphs.</li> <li>• His/her writing has and detailed examples and detailed elaboration.</li> <li>• Writer responds fully to most or almost all part of the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Writer completes the task by creating a variety of statements and questions.</li> <li>• Writer's main ideas are supported with examples and elaboration</li> <li>• Writer responds adequately to most part of the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Writer completes the task by creating short statements and simple sentences.</li> <li>• Main ideas are supported with examples and some elaboration</li> <li>• Speaker responds inadequately to some parts of the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Writer completes the task with learned statements and recombined phases</li> <li>• Writer's main ideas are supported with some examples</li> <li>• Writer respond inadequately to most parts of the prompt</li> </ul>	
<b>Comprehensibility</b> How well does the audience understand the writer?	<ul style="list-style-type: none"> <li>• Writer can be easily understood.</li> <li>• The message is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer can be understood.</li> <li>• The message is mostly clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer can be somewhat understood.</li> <li>• The message is partially clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer can be understood only with great effort.</li> <li>• The message is not clear.</li> </ul>	
<b>Vocabulary Use</b> How extensive and applicable is his/her vocabulary?	<ul style="list-style-type: none"> <li>• Writer consistently uses extensive vocabulary to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer uses adequate vocabulary to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer uses limited and/or repetitive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer use extremely limited and/or repetitive vocabulary.</li> <li>• Native language interferes.</li> </ul>	
<b>Language Control</b> How accurate are his/her grammatical structures?	<ul style="list-style-type: none"> <li>• Writer makes no or almost no grammatical errors in Preterite/ Imperfect/ Subjunctive &amp; Indicative tenses</li> <li>• Writer demonstrates emerging control of verb tenses and some advanced grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer makes occasional grammatical errors in Preterite/ Imperfect/ Subjunctive &amp; Indicative tenses</li> <li>• Writer demonstrates emerging use of verb tenses and some advanced grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer makes frequent Preterite/ Imperfect/ Subjunctive &amp; Indicative tenses some of the time</li> <li>• Writer makes frequent grammatical errors in basic and advanced grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer rarely uses Preterite/ Imperfect/ Subjunctive &amp; Indicative tenses grammatical structures appropriate to the task.</li> <li>• Writer uses almost no correct grammatical structures.</li> </ul>	
<b>Communication Strategies</b> How well does the writer respond to the prompt?	<ul style="list-style-type: none"> <li>• The writing is well-organized and relevant.</li> <li>• There is a wide variety of sequencing and transition words</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is generally organized and/or relevant.</li> <li>• There is a variety of sequencing and transition words</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is somewhat organized.</li> <li>• There are some words of sequencing and transition words</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is disorganized and/or relevant.</li> <li>• There are no words of sequencing and transition words</li> </ul>	
<b>Mechanics</b> How accurately does the writer use correct spelling, capitalization, and punctuation?	<ul style="list-style-type: none"> <li>• Writer makes no or almost no errors in spelling, capitalization, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer makes occasional errors in spelling, capitalization, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer makes frequent errors in spelling, capitalization, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer makes little or no attempt to use correct spelling, capitalization, and punctuation.</li> </ul>	
				<b>TOTAL POINTS</b>	
		<b>UNACCEPTABLE (Score 1-16) (F &amp; D)</b>		<b>ACCEPTABLE (Score 17-24) (C, B, &amp; A)</b>	
<b>SLO ASSESSMENT 3: Interpersonal Writing</b>					