

**EASTPORT-SOUTH MANOR JR.-SR. HIGH SCHOOL**

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The New York State Seal of Biliteracy Project Rubric

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

<b><u>Seal of Biliteracy Project Rubric</u></b>	<b>5 Excellent</b>	<b>4 Proficient</b>	<b>3 Competent</b>	<b>2 Developing</b>	<b>1 Emergent</b>
<b>Development of the Topic</b>	All components of the prompt are developed in a cohesive, coherent and well-organized essay/presentation that includes a variety of relevant examples and details.	All components of the prompt are developed appropriately in an organized essay/presentation that includes relevant details and examples.	Most components of the prompt are developed appropriately in an organized essay/presentation that includes few relevant details and examples.	Some components of the prompt are developed in a simple essay/presentation that may be repetitive or disorganized. Topic may be underdeveloped due to lack of relevant details and examples.	Most components of the prompt are not addressed or addressed inappropriately. Response may be disorganized, inaccurate, repetitive and/or underdeveloped.
<b>Language Structure &amp; Complexity</b>	Written and oral presentations demonstrate consistent and appropriate use of a variety of structures, including idioms. No repetitive structure can be identified.	Written and oral presentations demonstrates consistent and appropriate use of sentence structures. Some structures may be used repetitively. Minimal errors do not interfere with meaning.	Written and oral presentations demonstrate generally appropriate use of language that may lack variety or complexity. Repetitive sentence structure use and errors do not interfere with meaning.	Written and oral presentations use only basic, simple structure. Frequent errors may interfere with meaning.	Written and oral presentations present numerous errors that impede communication.
<b>Vocabulary</b>	Precise use of a rich variety of vocabulary.	Accurate use of general vocabulary. Occasional use of specific or varied vocabulary. Usage is generally correct.	Appropriate use of vocabulary that may be repetitive with some errors in word choice.	Limited vocabulary. Frequent errors in word choice may interfere with meaning.	Insufficient vocabulary to address the prompt. Frequent usage errors impede communication.
<b>Conventions &amp; Grammar</b>	Excellent command of conventions: spelling, punctuation, subject-verb agreement, quantity and gender agreement,	Generally correct use of conventions: spelling, punctuation, subject-verb agreement, and quantity and gender agreement, with occasional errors.	Some errors in conventions: spelling, punctuation, subject-verb agreement, quantity and gender agreement, that do not interfere with comprehension.	Frequent errors in the use of conventions: spelling, punctuation, subject-verb agreement, quantity and gender agreement, may interfere with meaning.	Communication is impeded by numerous errors in the use of conventions.
<b>Oral Fluency</b>	Responses are highly fluent, with excellent pronunciation. Register is highly appropriate.	Responses are fluent, with very good pronunciation. Generally appropriate register.	Responses are mostly fluent but may include some hesitance and self-correction. Pronunciation is good and register is generally appropriate but may have some inconsistencies.	Responses are labored and very hesitant, showing minimal fluency. Pronunciation errors affect comprehension, and register may be inappropriate or inconsistent.	Demonstrates little to no fluency, with frequent pronunciation errors that impede comprehension. Minimal or no attention to register.

Adapted from:

-ACTFL Performance Descriptors for Language Learners: <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>

-AP Spanish Language 2010 Writing and Speaking Scoring Guidelines: [http://apcentral.collegeboard.com/apc/public/repository/ap09\\_spanish\\_language\\_formb\\_sgs\\_writing\\_speaking.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap09_spanish_language_formb_sgs_writing_speaking.pdf)

-WIDA Can Do Descriptors: [http://www.wida.us/standards/CAN\\_DOS](http://www.wida.us/standards/CAN_DOS)