

# Assessment Rubric for Senior Thesis in Spanish

Student Name: \_\_\_\_\_  
 Reader Name: \_\_\_\_\_  
 Term: \_\_\_\_\_

1. Written Production					
Learning Outcomes	4	3	2	1	Score
<b>Grammatical accuracy in writing</b>	virtually free of significant errors; no interference by the dominant language in syntax or structure (“anglicisms”); message is successfully communicated; rich and sophisticated vocabulary	occasional significant errors; occasional interference by the dominant language in syntax or structure (“anglicisms”); good use of circumlocutions; occasional confusion on part of reader	some significant errors; occasional interference by the dominant language in syntax or structure (“anglicisms”); message is usually comprehensible but at times difficult to follow; vocabulary is adequate	errors impede communication at times; multiple errors; marked interference by the dominant language in syntax or structure (“anglicisms”); vocabulary may be repetitive or limited; message may be unclear	
<b>Sources and research in target language</b>	student uses a variety of appropriate sources from the target language; demonstrated ability to incorporate substantial information from sources to support and sustain argument; critically evaluates sources	student uses some sources from the target language; incorporates those sources; may attempt to rely more heavily on sources from the dominant language; little or no critical evaluation of sources	student uses some sources from the target language, with limited incorporation; no attempt to evaluate sources critically	student uses very few sources; sources are not well chosen and/or are inappropriate for the topic at hand	
<b>Articulation in writing of a sophisticated argument about a text or texts from the target culture(s)</b>	student formulates and supports effectively a sophisticated argument about a text or texts from the target culture(s); uses varied transitions; flows smoothly throughout; draws original conclusions	student formulates and supports effectively an argument about a text or texts from the target culture(s); flows smoothly most of the time; uses logical transitions most of the time; attempts to draw conclusions	student formulates an argument about a text or texts from the target culture(s), but may not support it effectively; may lack flow; may lack transitions; may not draw conclusions	student does not formulate an argument, or formulates a simplistic, unoriginal argument and does not support it effectively; may be disorganized and/or lack transitions; no effort to draw conclusions	

2. Oral Production					
Learning Outcomes	4	3	2	1	Score
<b>Grammatical accuracy</b>	strong control of language usage; virtually free of significant errors	good control of language usage; occasional significant errors	adequate control of language usage; some significant errors	usually demonstrates adequate control; significant errors are not uncommon	
<b>Ability to discuss work and personal topics and to have formal and informal conversations</b>	student communicates successfully in formal and informal situations; can switch registers appropriately; has sufficient vocabulary to discuss work, personal topics, politics and social issues and other abstract topics; use of circumlocution when needed	student can discuss a variety of topics, but not all; some ability to discuss abstract ideas/topics; some use of circumlocution	student can participate in most informal conversations; can describe most basic daily functions and tasks necessary to survival	student can manage haltingly in informal conversation	
<b>Pronunciation and flow</b>	student can be understood by natives not accustomed to non-native speakers; intonation and vocabulary are appropriate; substantial flow	student can be understood by natives not accustomed to non-native speakers; occasional hesitations and self-corrections; some interference by dominant language in syntax and pronunciation	student can usually be understood by natives not accustomed to non-native speakers; some pauses; pronunciation is marked by the dominant language	natives not accustomed to non-natives cannot understand student; frequent pauses, poor pronunciation; lapses into English (or dominant language)	
<b>Understanding of important issues</b>	student can speak knowledgeably and with detail about issues in the target culture(s), with sophisticated understanding of the socio-historical context	student can speak knowledgeably about issues in the target culture(s), with understanding of the socio-historical context	student can speak about important issues in the target culture(s), with some general understanding of the socio-historical context	student has general understanding of issues important issues in the target culture(s), with little understanding of the socio-historical context	
<b>Ability to discuss texts</b>	student can articulate a sophisticated understanding of texts from the target culture(s) and place them within the socio-historical context	student can articulate a solid understanding of texts from the target culture(s), may place them generally in their socio-historical context	student can speak generally about some texts from the target culture, with minimal comprehension of their socio-historical context	student hesitates to speak about target culture texts, does not demonstrate understanding of the culture's socio-historical context	