

Las rúbricas

Video y presentaciones

	1. EMERGING	2. DEMONSTRATING	3. PROFICIENT	4. EFFECTIVE
Completion & Process:	Student attempted to complete the task addressing few to none of task requirements.	Student attempted to complete the task addressing some task requirements.	Student completed the task addressing most task requirements.	Student completed the task successfully addressing all task requirements.
Message:	Student unsuccessfully attempted to transmit a message.	Student provided a message that included some of the elements required on the task description.	Student provided a message that included most of the elements required on the task description with some originality.	Student provided an original, creative and detailed message that included all the elements required on the task description.
Tone, volume & posture:	Student unsuccessfully attempted to communicate ideas with inappropriate tone and volume. Inconsistent eye contact and appropriate posture were rarely observed.	Student attempted to communicate ideas with fluctuating tone and volume. Some evidence of eye contact and good posture were observed.	Student communicated ideas with an appropriate tone and volume. Eye contact and appropriate posture helped to deliver the message at times.	Student communicated ideas in a clear and concise manner, with an inviting tone and appropriate volume. Great eye contact and appropriate posture.

Las rúbricas

La carta formal

	1. EMERGING	2. DEMONSTRATING	3. PROFICIENT	4. EFFECTIVE
Completion & Process:	Student unsuccessfully attempted to make a comparison regarding the task.	Student attempted to complete the task. There was no letter format followed.	Student completed the task successfully with some elements of the appropriate letter format.	Student completed the task successfully with the appropriate letter format.
Development:	Student unsuccessfully completed the task.	Student wrote a letter with some elements required on the task description.	Student wrote a letter that included most of the elements required on the task description.	Student wrote a detailed letter that included all the elements required on the task description.
Language Accuracy:	Student unsuccessfully attempted to communicate ideas. Message contained consistent errors that impeded the message.	Student communicated ideas with errors that made the message difficult to understand.	Student communicated ideas with some errors. Message was understood despite a few errors.	Student communicated ideas in a clear and concise manner. Easy to understand by an audience. Minor errors are present but do not impede message.

Las rúbricas ImaginARTE

	1. EMERGING	2. DEMONSTRATING	3. PROFICIENT	4. EFFECTIVE
Completion & Process:	Student unsuccessfully attempted to make a comparison regarding the task.	Student attempted to make a comparison considering few similarities and differences.	Student made a comparison considering some similarities and differences.	Student made a balanced comparison considering similarities and differences.
Analysis:	Student unsuccessfully attempted to make an analysis of the theme.	Student attempted to make an analysis of the theme. Summarization outweighs analysis.	Student made an analysis of the theme presented in both text types. Student provided some insight and connections to the theme.	Student made a detailed and thorough analysis of the theme presented in both text types. Made insightful contributions to the task.
Language Accuracy:	Student unsuccessfully attempted to communicate ideas. Message contained consistent errors that impeded the message.	Student communicated ideas with errors that made the message difficult to understand.	Student communicated ideas with some errors. Message was understood despite a few errors.	Student communicated ideas in a clear and concise manner. Easy to understand by an audience. Minor errors are present but do not impede message.

Las rúbricas

El proyecto (Project Based Learning)

	1. EMERGING	2. DEMONSTRATING	3. PROFICIENT	4. EFFECTIVE
Completion & Process:	Student attempted to complete the task addressing few to none of task requirements.	Student attempted to complete the task addressing some of task requirements.	Student completed the task addressing most of task requirements.	Student completed the task successfully addressing all task requirements.
Collaboration:	Students rarely share and discuss respectfully asking questions and valuing each other's opinion. Members require constant assistance and atmosphere is competitive and/or individualistic.	Students seldom share and discuss respectfully asking questions and valuing each other's opinion and accept new ideas. Members require some assistance.	Students generally share and discuss respectfully asking questions and valuing each other's opinion and accept new ideas.	Students frequently share and discuss respectfully asking questions and valuing each other's opinion and come to a consensus.
Conventions:	Student unsuccessfully attempted to communicate ideas. Message contained consistent errors that impeded the message.	Student communicated ideas with errors that made the message difficult to understand.	Student communicated ideas with some errors. Message was understood despite a few errors.	Student communicated ideas in a clear and concise manner. Easy to understand by an audience. Minor errors are present but do not impede message.
Organization & Structure:	Information presented does not support the task requirements.	Information attempts to fulfill the task requirements but it may stray from the objective.	Information supports the task requirements most of the time. It is presented in an organized manner.	Information fully supports the task requirements in a clear, focused, and organized manner.