Course Reflection

Course Title, Prefix, & Number:
Intermediate Spanish II, Span 2002

Course Description (A brief description of the course and how you teach it):
This course builds upon proficiency skills (speaking, writing, listening, and reading) and cultural understanding. It focuses on the development of the ability to create with the language, to resolve simple situations, and to ask and answer questions. After completing this course, successful students should be prepared to function minimally in a Spanish-speaking environment and to take SPAN upper-division courses. Prerequisite(s): A minimum grade of "C" in SPAN 2001. Cross Listing(s): SPAN 2002H, SPAN 2002S, SPAN 2060.

The overarching goal of the course is to help students establish firm footing in the Intermediate-Mid proficiency level according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines (https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012) and by aiming on level-appropriate learning of the ACTFL Standards (https://www.actfl.org/publications/all/world-readiness-standards-learning-languages).

At the Intermediate-Mid proficiency level, students should be able to create with the language; initiate, maintain, and bring to a close simple conversations confidently; ask questions with ease; describe with some detail in the present time frame; participate in a wide variety of informal settings and conduct limited transactional activities that deal with familiar topics related to daily activities; speak and write consistently and confidently, with good fluency, in linked sentences; and be understood by speakers/readers accustomed to dealing with non-native speakers. At the Intermediate-Mid proficiency level, students will begin to demonstrate the ability to do these same tasks in the past time frame and will show evidence of the creation of paragraphs and of the ability to narrate a story with a beginning, middle, and end.

This class is conducted in Spanish and students are required to communicate orally and in writing in Spanish at all times. Individual and group participation is a must. The class is basically the practice of what students studied at home as homework. Class periods are for students to interact and practice Spanish skills. For that reason, students need to do a large portion of the preparation and review outside of class. Students are asked to (1) pre-read the lesson for the day and complete some simple practice activities, (2) come to class prepared to participate in oral and written activities, and (3) complete some follow-up activities in order to reinforce the lesson.

Online activities are assigned to help students develop their language abilities and prepare them for a variety of communicative interactions between the students and their classmates and the instructor.
QEP Program Student Learning Outcomes (Course Outcomes Optional):

SLO 1
Students will demonstrate argumentation, analysis, and synthesis skills through writing in a variety of contexts by:
  a. communicating a clearly defined purpose;
  b. pursuing a substantial or compelling inquiry;
  c. identifying, evaluating, and selecting credible evidence or relevant examples;
  d. organizing ideas and information consistent with the purpose;
  e. demonstrating a nuanced understanding of audience(s) and word choice;
  f. adhering to acceptable mechanical, structural, and format style guidelines appropriate to the discipline and purpose; and
  g. using effective visual representations to enhance, focus, and amplify written communication and text.

SLO 2
a) At the completion of the Writing-Enriched course(s), a greater percentage of students will voluntarily engage in the processes of writing through the use of
   - Researching
   - Drafting
   - Reflecting
   - Collaborating
   - Revising
   - Editing

b) At the completion of the Writing-Enriched course(s), a greater percentage of students will articulate the specific impacts or effects of engaging in the process of writing.

Course Student Learning Outcomes
The following “Can-Do” statements established by ACTFL (http://www.actfl.org) are the outcomes for this course:

Interpersonal Communication:
I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

Presentational Speaking:
I can make presentations on a wide variety of familiar topics using connected sentences.

Presentational Writing:
I can write on a wide variety of familiar topics using connected sentences in paragraph format. Students in Span 2002 can write simple communications, compositions, and requests for information in connected texts about personal preferences, daily routines, common events, and other personal topics (Intermediate-Mid ACTFL Proficiency Guidelines - Writing 2012). They can start narrating and
describing in different time frames when writing about everyday events and situations (Intermediate-High- ACTFL Proficiency Guidelines - Writing 2012) with a clear purpose and demonstrating audience awareness. They can provide relevant examples and organize information consistent with the purpose. They show acceptable use of mechanical and structural conventions appropriate to the genre and purpose of the task.

Interpretive Listening:
I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

Interpretive Reading:
I can understand the main idea of texts related to everyday life and personal interests or studies.

Core Area C (in English)

Student Learning Outcome
Students will analyze historical and contemporary fine arts or other cultural products from individual and diverse social perspectives.

Foreign Language SLO1:
Students will list noteworthy traits of a cultural artifact/tradition/person.

Foreign Language SLO2:
Students will compare the artifact, tradition, person to one from their own culture.

Implementation Strategies (Please align with Student Learning Outcomes):
Most activities and instructional strategies used in this course focused on helping students to develop their proficiency in Spanish in all four skills (listening, speaking, reading and writing) and to gain a deeper understanding of the Hispanic cultures. To this end writing took a central role and it was used as an opportunity for students to learn content (writing to learn), to learn language (writing to learn), and to learn how to write descriptions and narrations primarily and to gain preliminary exposure to analysis and argumentation in writing in Spanish. A number of writing tasks were assigned throughout the semester and particular attention was paid to the following features: content knowledge, content generation, audience awareness, organization, description and narration, and analysis and argumentation.

Content knowledge: Out-of-class reading assignments and in-class discussions on cultural topics helped the students gain a more solid understanding of the content of the course. These strategies addressed the course outcome with cultural knowledge and understanding components, the QEP SLO1 components a, b, and c, and the researching component of the QEP SLO2.

Content generation: A challenge for second language learners is to generate content for writing assignments in the target language. They tend to use brainstorming and outlining techniques in English and then transfer or translate the information gathered into Spanish. This is an inefficient way to engage in the writing process because often times the ideas generated in English (or their first language) are much more complex than their abilities in the second language. To help students generate ideas in the target language the following techniques were used: guided questions,
visual mappings, free writing, and outlining logs. These were used in class as pair-work activities first and then as homework for each student to work on their own plans. This addressed the QEP SLO 2.

Audience awareness: Reading selections and written samples produced by students from previous semesters were used for in-class discussion to identify effective techniques that reflect audience awareness, namely use of appropriate word choice and expressions and anticipation of reader’s needs. This addressed QEP SLO 1, component e. demonstrating a nuanced understanding of audience(s) and word choice.

Organization: Reading selections and written samples produced by students from previous semesters were used for in-class discussion to identify effective techniques that reflect effective organization of written discourse. Several techniques were analyzed including organization of themes from general to specific, sequence of events that follows a chronological order and/or a cause and effect development. This addressed QEP SLO 1, component d. organizing ideas and information consistent with the purpose.

Description and narration: Pictures and guided questions as in-class discussion and homework were used to practice description and narration. Word mapping and other graphic organizers were also used to help the students generate and organize content. This addressed all course SLOs, the QEP SLO 1, component d. organizing ideas and information consistent with the purpose, and the QEP SLO 2.

Analysis and argumentation: Guided questions on readings and writing assignments as in-class discussions and homework were used to help students gather evidence to support (a) analytical thinking such as compare and contrast, pros vs. cons, cause and effect; and (b) argumentation including stating an opinion and providing supporting evidence for it. This addressed all course SLOs, the QEP SLO 1, components a-d, and the QEP SLO 2.

Peer review as well pair and group discussion sessions were used extensively in each class meeting to promote collaboration and scaffolding among peers. These sessions also served to help students develop interpersonal, interpretive, and presentational communication skills that lead to fostering second language proficiency. This addressed all course SLOs, the QEP SLO 1 and the QEP SLO 2.

To help students with their writing assignments, in particular, they were required to meet with the student writing fellow (SWF) at least twice a semester. If they met, they earned 5 points on their composition grade. If they did not meet this requirement, a 5 point deduction was applied to their composition grade. This addressed all course SLOs, the QEP SLO 1 and the QEP SLO 2.

Practice on grammar and vocabulary was provided and emphasis was given to the functional role (describe, narrate, compare and contrast, etc.) a given form (past tense, descriptive adjectives, complex sentence structure, subjunctive mood, etc.) has. Each chapter for the book used offers an explanation/review followed by activities that the students had to complete before class or do in class. Also, they had to complete activities assigned from the online workbook. This addressed all course SLOs, the QEP SLO 1, components e and f, and the QEP SLO 2, revising and editing.
Course Assessment Tools (Rubric(s) and any surveys. Please align to learning statements):

- **Chapter Exams:** There are three chapter exams (one exam for chapter 14; one for chapters 15 and 16; and one for chapters 17 and 18) in this course which include the following components: Grammar Evaluations, Writing Evaluations, Auditory/Oral Evaluations, Reading Evaluations, and Culture Evaluations. These exams align with all the course learning outcomes and the QEP SLO 1.

- **Writing Composition:** Students do a lot of writing in the course. One exercise, in particular, is a composition of 1000 words divided in three tasks, which constitutes the basis for this Composition grade. In addition, students are required to attend at least two writing-support sessions with the Student Writing Fellow during the semester as they complete this composition (see Assignment and Rubric in Appendices A and B respectively). This assessment aligns with all the course learning outcomes and QEP SLO 1 and SLO 2.

- **Out-of-class evaluation—Web SAM:** Students are required to complete work on the Web version of the Student Activity Manual (Web SAM) by the date indicated for each exercise. This assessment aligns with all the course learning outcomes.

- **In-class evaluation:** (a) In class the instructor announces the material that will be introduced or covered in class each day. Students must read all explanations and prepare all exercises (in writing preferably) associated with a particular heading BEFORE coming to class. (b) In order to ensure that students are preparing adequately for class, there are un/announced quizzes at any time throughout the semester and at any time throughout a particular class. There are no make-up quizzes given. (c) In addition to quizzes, the students’ general participation figure into this category. Participation, early/late arrivals, class disruptions, and cooperation all figure into this grading component. This assessment aligns with all the course learning outcomes and QEP SLO 1 and SLO 2.

- **Oral Proficiency Evaluation.** (a) Toward the end of the semester, students meet with the instructor individually to have an oral proficiency interview (OPI). Extensive practice for this OPI is provided in class before the evaluation, and students are encouraged to practice with their classmates and anyone else they can as much and as often as possible. (b) In addition, students make a short presentation about the content of their writing assignment during the last week of classes. This assessment aligns with all the course learning outcomes.

- **Cumulative Final Exam.** This exam will cover material from all five chapters and will include the following components: Grammar Evaluations, Writing Evaluations, Auditory/Oral Evaluations, Reading Evaluations, and Culture Evaluations. This assessment aligns with all the course learning outcomes and QEP SLO 1 and SLO 2.
Results of Course Assessment (Data from rubric(s) or test(s)): See rubric in Appendix B

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<table>
<thead>
<tr>
<th>Traits</th>
<th>Assignment 1</th>
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<th>Assignment 2</th>
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<th>Mean total</th>
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<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
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<tr>
<td>1. Purpose</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3.87</td>
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<tr>
<td>2. Assignment Requirements</td>
<td>4</td>
<td>4</td>
<td>3.5</td>
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<td>1</td>
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<tr>
<td>3. Reasoning</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3.37</td>
<td>1</td>
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<tr>
<td>4. Quality of Details</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>4.12</td>
<td>1</td>
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<tr>
<td>5. Quantity of Details</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3.87</td>
<td>2</td>
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<tr>
<td>6. Opening</td>
<td>3</td>
<td>5</td>
<td>3.62</td>
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<td>1</td>
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<tr>
<td>7. Coherence Devices Techniques / Strategies</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3.5</td>
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<tr>
<td>8. Paragraph Construction &amp; Sequencing</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3.62</td>
<td>1</td>
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<tr>
<td>9. Closing</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2.75</td>
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<td>10. Audience</td>
<td>4</td>
<td>4</td>
<td>3.5</td>
<td></td>
<td>3</td>
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<td>11. Word Choice</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3.37</td>
<td>1</td>
</tr>
<tr>
<td>12. Comprehensibility</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3.87</td>
<td>5</td>
</tr>
<tr>
<td>13. Sentence Construction</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3.25</td>
<td>1</td>
</tr>
<tr>
<td>14. Conventions (“Grammar”) and Mechanics</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3.25</td>
<td>3</td>
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<tr>
<td>15. Format or Style Consistency</td>
<td>4</td>
<td>4</td>
<td>3.5</td>
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<td>4</td>
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</tbody>
</table>
Most students scored at levels 3 or 4 in most rubrics on both assignments. Fewer students scored at level 5 on assignment 1 compared to assignment 2 and no student scored 1 on assignment 2. Improvement in assignment 2 was seen on traits 1-3 that address SLO 1 components a. communicating clearly a defined purpose and b. pursuing a substantial or compelling inquiry; and on trait 9 (closing) in component d. organizing ideas and information consistent with the purpose. Areas of no improvement or of concern include traits 11 (word choice) in component e. demonstrating understanding of audience and word choice, and traits 13 (sentence construction) and 14 (grammar and mechanics) in component f. adhering to acceptable mechanical, structural and format style guidelines.

**Reflection on Student Learning (What worked? What did not work?):**

The improvement in assignment 2 on traits 1-3 that address SLO 1 components a. communicating clearly a defined purpose and b. pursuing a substantial or compelling inquiry; and on trait 9 (closing) in component d. organizing ideas and information consistent with the purpose should be attributed to the extensive practice students had with writing assignments, the focused peer review sessions they participated in, and the guidance they received from the instructor and the student writing fellow throughout the semester.

The major areas of no improvement or of concern (traits 11: word choice) in component e. demonstrating understanding of audience and word choice, and traits 13: sentence construction and 14: grammar and mechanics in component f. adhering to acceptable mechanical, structural and format style guidelines) relate to the language proficiency issues, mainly lexical and syntactic elements.

**Planned Course Changes (What will you do differently based on your experiences and why?):**

This semester emphasis was placed on guiding students to develop content knowledge and critical thinking skills to apply in their writing assignments. I will continue to do same but I will address the language problems identified above in a more structured way. I will have in-class sessions to review and analyze linguistics errors, provide them with error correction strategies, and incorporate peer review sessions that focus on vocabulary, grammar, and sentence structure in Spanish.

**Report Author:** Marcela Ruiz-Funes
Appendix A.

Writing Assignments - Spanish Study Abroad

[Learning goal: Students in Span 2002 can write simple communications, compositions, and requests for information in connected texts about personal preferences, daily routines, common events, and other personal topics (Intermediate-Mid ACTFL Proficiency Guidelines - Writing 2012). They can start narrating and describing in different time frames when writing about everyday events and situations. (Intermediate-High - ACTFL Proficiency Guidelines - Writing 2012)]

Imagine you are studying abroad in a Spanish-speaking country for a semester. Write a blog in Spanish to share your experience in this new country (purpose) with your Hispanic friends and professors in the Spanish program at GSU (audience). Write your blog using a series of paragraphs that contain a variety of verb tenses (present, preterite, imperfect, future indicative as well as the tenses in the subjunctive) and of vocabulary (structure, grammar and vocabulary). Include pictures/photos to illustrate the content presented (use of visuals). To write the blog, complete the following tasks in Spanish (content and organization):

Task 1: Choose a city in Latin America or Spain where you are studying this semester. Look for information and take notes about information on the selected city/country that is of interest to you. You will need this information to complete Task 2 below (compelling inquiry).

Due date for the selection of the city and to bring notes to share in class: Please see due date in Course Calendar

Some suggestions for city selection include but are not limited to:

Ciudades de España declarados Patrimonio de la Humanidad por la UNESCO:
http://www.euroresidentes.com/Blogs/espana/2005/05/ciudades-de-espaa.html

1. Barcelona
2. Madrid
3. Granada
4. Córdoba
5. Santander
6. Segovia
7. Santiago de Compostela
8. Ávila
9. Toledo
10. Sevilla
11. Salamanca
12. Murcia

Ciudades de América Latina más atractivas:

1. Santiago de Chile (Chile)
2. Ciudad de México (México)
3. Lima (Perú)
4. Bogotá (Colombia)
5. Monterrey (México)
6. Ciudad de Panamá (Panamá)
7. Valparaíso (Chile)
8. Buenos Aires (Argentina)
9. Córdoba (Argentina)
10. Caracas (Venezuela)
11. Antigua (Guatemala)
12. San José (Costa Rica)


Task 2- Assignment 1: Write an introduction about the city/country where you are studying. Include details that are interesting and relevant (compelling inquiry). Remember that you are writing a blog for your professors and friends. Your writing style and the content should be appropriate for both audiences! This introduction should be of at least 300 words (typed, font size 12, double space).

Due date to bring first draft to class to share with class and peer review: Please see due date in Course Calendar

Due date to submit final version in Folio Dropbox: Please see due date in Course Calendar

Task 3- Assignment 2: For this section of your blog include the following information: (evidence/relevant examples; description and narration)

(a) description/narration of your departure from Statesboro and arrival in your study abroad city,
(b) description of the house or apartment where you live,
(c) description of your daily routine in your new city,
(d) description of the city (stores, public transportation, housing, cultural places such as museums, art shows, concerts, film and theatre, etc.) and of the people,
(e) description of other places that you have visited and plan to visit,
(f) description of the university where you are studying and the activities you engage in there,
(g) narration of a memorable experience you had while studying abroad (for example, what happened on the first day you went to classes, when you met your new classmates, went to a restaurant, visited a memorable place, etc.)

(h) present your views in relation to community issues in your city such as job opportunities, the environment, etc.

(i) reflection on the value of studying abroad providing an analysis of the pros and cons of your study abroad experience.

(j) recommendations for prospective students who plan to study abroad.

Task 3-Assignment 2 should be of at least 700 words (typed, font size 12, double space).

**Due date to bring first draft to class to share with class and peer review:** Please see due date in Course Calendar

**Due date to submit final version in Folio Dropbox:** Please see due date in Course Calendar

**Very important!!** This is your own work. You can use your notes, textbook, dictionary, and any help arranged by your instructor and the writing fellow student. You cannot get any outside help or use any electronic assistance such as Google translate. Any suspicion that your instructor may have that your work is not your own will result in a 0 grade on this assignment.
Appendix B

GEORGIA SOUTHERN - QEP WRITING SLOs and RUBRICS (adapted by M Ruiz-Funes to use in SPAN courses)

Student Learning Outcome 1:

Students will demonstrate argumentation, analysis, and synthesis skills through writing in a variety of contexts by:

h. communicating a clearly defined purpose;

i. pursuing a substantial or compelling inquiry;

j. identifying, evaluating, and selecting credible evidence or relevant examples;

k. organizing ideas and information consistent with the purpose;

l. demonstrating a nuanced understanding of audience(s) and word choice;

m. adhering to acceptable mechanical, structural, and format style guidelines appropriate to the discipline and purpose; and

n. using effective visual representations to enhance, focus, and amplify written communication and text.

Students will demonstrate argumentation, analysis, and synthesis skills through writing in a variety of contexts by:

<table>
<thead>
<tr>
<th>Trait 1: Purpose</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer’s purpose is not evident in the paper.</td>
<td>The writer presents multiple conflicting purposes, or the purpose is inappropriate for the assignment / prompt.</td>
<td>The writer’s purpose is present and appropriate for the assignment, but not all elements clearly contribute to the assignment / prompt.</td>
<td>The writer’s purpose is present, appropriate for the assignment, and maintained throughout the paper.</td>
<td>All elements of the paper clearly contribute to the writer’s purpose, which is maintained throughout the paper and appropriate for the assignment.</td>
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</tbody>
</table>

Students will demonstrate argumentation, analysis, and synthesis skills through writing in a variety of contexts by:

b. pursuing a substantial or compelling inquiry;

<table>
<thead>
<tr>
<th>Trait 2: Assignment Requirements</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer is off topic and/or omits most or all of the assignment requirements.</td>
<td>The writer addresses the appropriate topic but only superficially addresses the assignment requirements.</td>
<td>The writer addresses the appropriate topic and meets the assignment requirements.</td>
<td>The writer addresses the appropriate topic and clearly fulfills each aspect of the assignment requirements.</td>
<td>The writer addresses the appropriate topic and goes beyond the assignment by significantly developing each aspect of the requirements.</td>
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<tr>
<th>Trait 3: Reasoning</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The connection of the paragraph topics to the main idea of the paper is weak, leaving the functions targeted in the assignment unclear.</td>
<td>Collectively, the paragraph topics offer apparent support for the argument of the paper, but the functions targeted in the assignment remains incomplete.</td>
<td>Collectively, the paragraph topics offer relevant support which clearly advances the functions targeted in the assignment.</td>
<td>Collectively, the paragraph topics offer compelling support which clearly advances the functions targeted in the assignment.</td>
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</table>

Students will demonstrate argumentation, analysis, and synthesis skills through writing in a variety of contexts by:

c. identifying, evaluating, and selecting credible evidence or relevant examples;

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<tr>
<th>Trait 4: Quality of Details</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
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<tbody>
<tr>
<td>Details are superficial or do not develop the elements of the text.</td>
<td>Details are loosely related to the elements of the text. Many do not provide supporting statements, credible evidence, or the examples necessary to fulfill the functions targeted in the assignment adequately.</td>
<td>Details are related to the elements of the text but inconsistently provide supporting statements, credible evidence, or the examples necessary to fulfill the functions targeted in the assignment adequately.</td>
<td>Details provide supporting statements, credible evidence, or the examples necessary to fulfill the functions targeted in the assignment adequately.</td>
<td>Compelling details provide supporting statements, credible evidence, or the examples necessary to fulfill the functions targeted in the assignment effectively.</td>
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| Trait 5: Quantity of Details | Virtually no relevant details are present. | Additional relevant details are needed to develop most points. | Additional relevant details are needed to develop some points. | All points are developed, but some may need additional relevant details. | All points are supported by a sufficient number of relevant details. |

| Trait 6: Opening | The writer does not include an opening, or the opening is unrelated to the main idea. | The writer’s main idea is not clear from the opening. | The writer uses the opening to identify the main idea, but does not prepare the reader for the body of the paper. | The writer uses the opening to introduce the main idea and prepares the reader for the body of the paper. | The writer uses the opening to introduce the main idea, capture the reader’s attention, and prepare the reader for the body of the paper. |

| Trait 7: Coherence Devices / Techniques / Strategies | Transitional words, phrases, sentences and paragraphs (coherence devices) are absent, or, if attempted, are ineffective. | Transitional words, phrases, sentences and paragraphs (coherence devices) are attempted, but are often ineffective. | Transitional words, phrases, sentences and paragraphs (coherence devices) appear throughout the paper, but additional and appropriate connectors would enhance the flow. | Transitional words, phrases, sentences and paragraphs (coherence devices) are effective and rarely missing. | Transitional words, phrases, sentences and paragraphs (coherence devices) smoothly connect the paper’s elements, ideas and/or details, allowing the reader to follow the writer's points effortlessly. |
Students will demonstrate argumentation, analysis, and synthesis skills through writing in a variety of contexts by:

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<tr>
<th>Trait 8: Paragraph Construction &amp; Sequencing</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
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<tr>
<td>There are no paragraph breaks, or paragraphs are not adequately developed. Ideas presented may be unrelated to the main idea of the paper and/or be presented illogically.</td>
<td>Paragraphs are attempted, but some breaks or paragraphs may be misplaced or missing. Several paragraphs are not adequately developed, include multiple ideas, or ideas that are unrelated to the main idea of the paragraph.</td>
<td>Paragraphs are related to the main idea of the paper, but a limited number may be misplaced or include more than one idea. Paragraphs are adequately developed.</td>
<td>Paragraphs support the main idea of the paper and are ordered logically. Paragraphs are thoroughly developed, but an occasional paragraph may not be unified around a single idea.</td>
<td>Each paragraph is unified around an idea that relates to the main idea of the paper. All paragraphs support the main idea, are thoroughly developed, and are ordered logically.</td>
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<tr>
<th>Trait 9: Closing</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
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<tr>
<td>Closing is absent or introduces unrelated ideas.</td>
<td>Closing does not summarize the paper and may introduce new or vague ideas, but presents a few elements that are consistent with the main idea.</td>
<td>Closing summarizes the elements and generally supports the main idea.</td>
<td>Closing summarizes the elements, supports the main idea, and concludes the paper.</td>
<td>Closing synthesizes the elements, fully supports the main idea, and concludes the paper.</td>
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Students will demonstrate argumentation, analysis, and synthesis skills through writing in a variety of contexts by:

<table>
<thead>
<tr>
<th>Trait 10: Audience</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience expectations are created by the writing assignment / prompt.</td>
<td>The paper is inappropriate for the audience in terms of point of view, or the intended audience is unclear.</td>
<td>The paper reveals some confusion about point of view for the intended audience, or addresses the audience on an inappropriate level.</td>
<td>The paper illustrates the appropriate point of view for the intended audience, but has lapses in anticipating the needs of its audience.</td>
<td>The paper addresses the appropriate audience with a consistent point of view that keenly and accurately anticipates the audience’s needs and expectations</td>
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<table>
<thead>
<tr>
<th>Trait 11: Word Choice</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word choice is consistently inaccurate or inappropriate to the audience; many words are notably misused.</td>
<td>Word choice is vague, limited, or repetitive, reflecting a weak grasp of the language appropriate to the audience.</td>
<td>Word choice is generally accurate, but reflects a partial or inconsistent grasp of the language appropriate to the audience.</td>
<td>Word choice is consistently varied and accurate, and reflects a strong grasp of the language appropriate to the audience.</td>
<td>Word choice is consistently varied, accurate, and rich, and reflects a nuanced grasp of the language appropriate to the audience.</td>
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<thead>
<tr>
<th>Trait 12. Comprehensibility</th>
<th>Level 1</th>
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<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Incomprehensible throughout.</td>
<td>Reader can understand less than half of what writer is trying to communicate. Incorrect use of Spanish vocabulary. Direct translations of English idioms that do not make sense in Spanish.</td>
<td>Reader can understand most of what the writer is trying to communicate. Mostly correct use of Spanish vocabulary and idioms.</td>
<td>Reader can understand what the writer is trying to communicate. Correct use of Spanish vocabulary and idioms.</td>
<td>Reader can always understand what the writer is trying to communicate. Correct and varied use of Spanish vocabulary and idioms.</td>
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<tr>
<td>Trait 13: Sentence Construction</td>
<td>Level 1</td>
<td>Level 2</td>
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<td>Level 4</td>
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<td>Score</td>
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<tr>
<td>Sentence structure is simple and repetitive. Complex structures are uniformly unsuccessful. Many sentences are fused (run-ons) or fragments.</td>
<td>Sentence structure is typically simplistic, and complex structures are attempted with little success. Several sentences are unintentionally fused, run-ons, or fragments.</td>
<td>Sentence length and variety is limited, but complex structures are attempted with some success. Any fragments are used intentionally for effect.</td>
<td>Variances in sentence complexity, length, and variety are successfully achieved, although these may be limited. The degree of complexity is appropriate for the audience and purpose of the paper.</td>
<td>Sentences vary when appropriate, with an appropriate degree of complexity for the audience and purpose of the paper.</td>
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<thead>
<tr>
<th>Trait 14: Conventions (“Grammar”) and Mechanics</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Most sentences exhibit multiple grammatical and mechanical errors, negatively affecting clarity and readability.</td>
<td>A variety of grammatical errors appears throughout the paper, possibly affecting clarity and readability.</td>
<td>A limited variety of grammatical errors exists, and may occasionally affect clarity and readability.</td>
<td>Rare grammatical and mechanical errors exist but do not affect clarity or readability.</td>
<td>All sentences are grammatically and mechanically correct.</td>
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<thead>
<tr>
<th>Trait 15: Format or Style Consistency</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Discipline-specific format or style guide is not attempted.</td>
<td>Discipline-specific format or style guide is attempted but inaccurate, or multiple style guidelines are mixed.</td>
<td>Discipline-specific format or style guide is used, with multiple lapses.</td>
<td>Discipline-specific format or style guide is used throughout the paper, with few exceptions.</td>
<td>Discipline-specific format or style guide is used consistently and accurately throughout the paper.</td>
<td></td>
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</tbody>
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