Appendix A

TEKS for LOTE

Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)

(1) COMMUNICATION

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to*:*

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and

(C) present information using familiar words, phrases, and sentences to listeners and readers.

(2) CULTURES

The student gains knowledge and understanding of other cultures.

The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) CONNECTIONS

The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to*:*

(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and

(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

(4) COMPARISONS

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to*:*

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.

(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) demonstrate an understanding of the influence of one language and culture on another.

(5) COMMUNITIES

The student participates in communities at home and around the world by using languages other than English.

The student is expected to*:*

(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

This page describes expectations for a novice-level learner. Performance expectations at the intermediate and advanced levels for each of the Knowledge and Skills areas are found on the back of this sheet.

INTERMEDIATE PERFORMANCE EXPECTATIONS

The student is expected to:

(1) COMMUNICATION

(A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;

(B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and

(C) present information and convey short messages on everyday topics to listeners and readers.

(2) CULTURES

(A use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) CONNECTIONS

(A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and

(B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4) COMPARISONS

(A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

(5) COMMUNITIES

(A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

ADVANCED PERFORMANCE EXPECTATIONS

The student is expected to:

(1) COMMUNICATION

(A) engage in oral and written exchanges including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;

(B) interpret and demonstrate understanding of spoken, and written language, including literature, on a variety of topics; and

(C) present information, concepts, and ideas on a variety of topics to listeners and readers.

(2) CULTURES

(A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) CONNECTIONS

(A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and

(B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4) COMPARISONS

(A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.

(5) COMMUNITIES

(A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.

Appendix B

TEKSpectations for Language Learners
and Progress Checkpoints Illustration

TEKSpectations for Language Learners

TEKSpectations for Novice level

- Understand short, spoken utterances on basic, everyday topics
- Produce learned words, phrases, and sentences on basic everyday topics
- Detect main ideas in familiar material on basic, everyday topics
- Make lists, copy accurately, and write from dictation
- Recognize the importance of accuracy and of knowing about the culture in communication

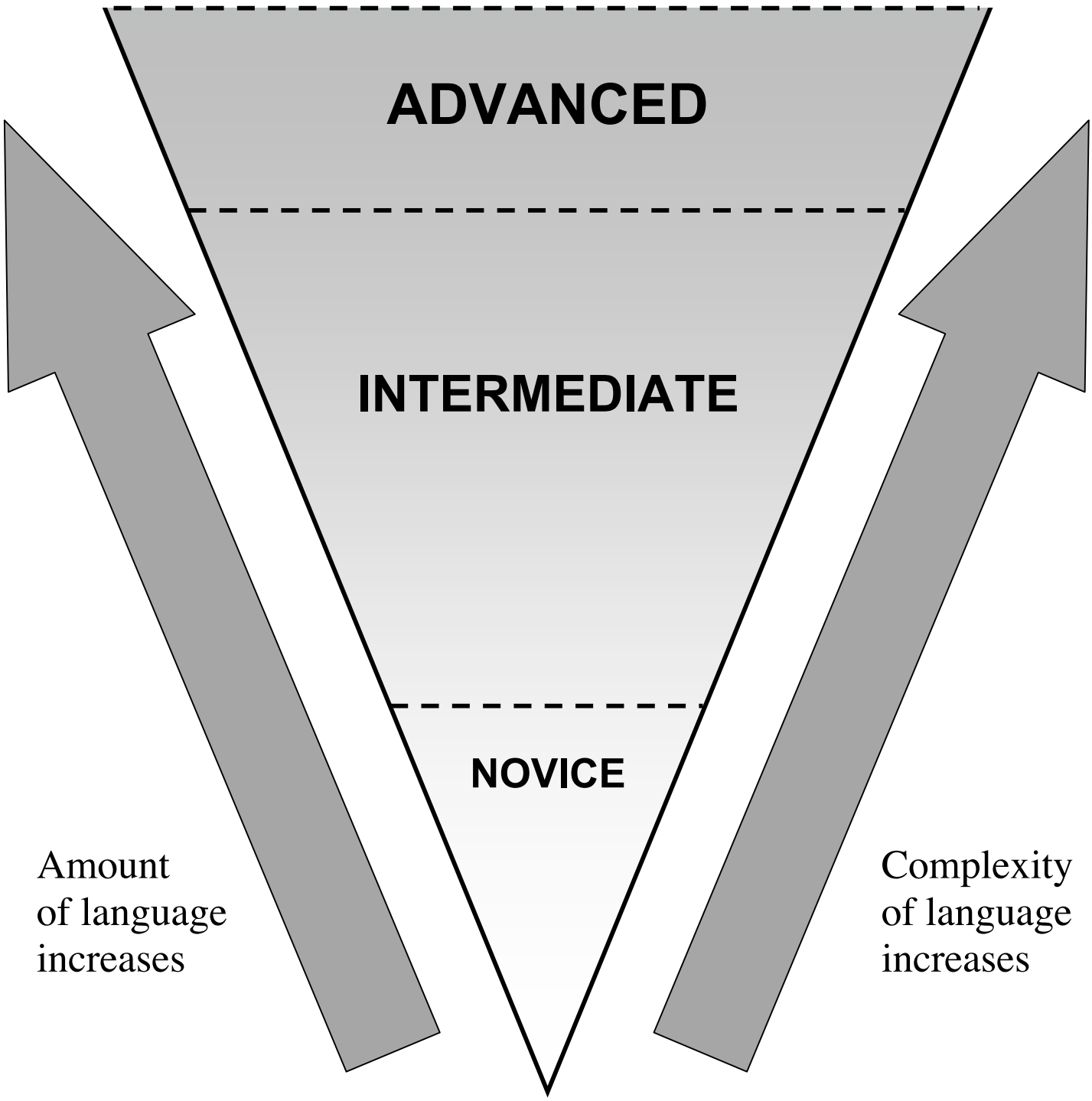
TEKSpectations for Intermediate level

- Participate in simple face-to-face communications about personal history or leisure activities
- Create and understand simple statements and questions
- Understand main ideas and some details of material on familiar topics
- Cope successfully in straightforward social and survival situations
- Use knowledge of culture in developing communication skills and of grammar to increase accuracy

TEKSpectations for Advanced Level

- Participate fully in casual conversations in culturally appropriate ways
- Explain, narrate, and describe in paragraph-length discourse in past, present, and future time
- Understand main ideas and most details of material on a variety of topics
- Cope successfully in problematic social and survival situations
- Apply knowledge of culture and an acceptable level of accuracy of expression when communicating

Progress Checkpoints for LOTE



Appendix C

Sample Rubrics

Culture
- Lifelong Living Standard

Project, etc.
- La casa de Bernarda Alba
- Rubric for Presentation and Rubric for Portfolios
- Project Grade
- Presentation Rubrics

Oral
- Analytic Scoring Guide for Rating Speaking Products
- Rubrics for Holistic Scoring
- A Rubric for Speaking
- Generic Rubrics for Foreign Language Tasks
- Las Máscaras
- El Arte
- Oral Assessment—Novice Level
- Oral Assessment—Novice Level (première étape)
- Oral Assessment—Intermediate Level
- Quick Assessment of In-class Oral Activities

Writing
- Generic Rubrics for Written Material
- A Rubric for Writing
- Composition—Novice Level
- Composition—Intermediate Level
- Research Paper Rubric
- Señor/Señorita Patata
- Core Tests Grading Sheet
- Grading Rubric

Lifelong Living Standard
Active Communicator and Interpreter

Students will understand and appreciate the similarities and differences of their own and other cultures, living and ancient. They will be able to communicate in a multi-cultural, interconnected world.

	Scale			
Criteria	**1**	**2**	**3**	**4**
Recognizes differences and similarities in own and other cultures	Only superficial recognition.	Limited recognition.	Meaningful and in-depth observations.	Exceptionally insightful.
Appreciates similarities and differences in own and other cultures.	Only superficial appreciation.	Limited appreciation.	Considerable appreciation.	Exceptional appreciation.
Is able to communicate in a multi-cultural and interconnected world.	Communicates haltingly, reading primarily from prepared texts. Makes numerous errors. Unable to speak extemporaneously.	Reads from prepared text with some errors, can answer questions extemporaneously.	Prepared and able to speak without reading from text, makes few errors.	Approaches fluency.
Overall score.	Earned a rating of 1 or better on all critical skills for this task.	Earned a rating of 2 or better on all critical skills for this task.	Earned a rating of 3 or better on all critical skills for this task.	Earned a rating of 4 on one or more of the critical skills for this task.

Submitted to the Alternative Assessment Practice in New England
FL Classrooms: Models for Implementation Conference. Author unknown.

La casa de Bernarda Alba

(Rubrics for Final Project)

THESIS AND SUPPORTING DETAILS	APPREARANCE OF FINAL PRODUCT	ORAL PRESENTATION	
Thesis well-developed with extensive supporting details. Leaves no doubt that the student possesses a superior understanding of the work. Exceeds all requirements.	Superior product that exceeds expectations. Visual complements the thesis and may show originality.	Complete. Clear and fully comprehensible. Highly effective and well-developed. Presentation flows. Enthusiastic. Exceeds expectations.	4
Thesis appropriately developed with adequate supporting details. Analysis outweighs plot summary. Meets all requirements.	Neat, clear, and appropriate visual that meets expectations. Product reinforces theme and details.	Mostly comprehensible. Appropriate, developed presentations that show the connection between visual and thesis. Little hesitation.	3
Thesis not well-focused. Some supporting details but does not show the connection between the thesis and the text. Meets most requirements.	Meets most expectations. Neat. Sufficient for task.	Some difficulty with comprehension of connection between visual and thesis. Ideas mostly understood. Some hesitation.	2
Attempt to state thesis; however, the focus is sketchy. Irrelevant details present. Reader or listener must make inferences.	Meets some expectations. Visual may not reflect thesis and/or details. Viewer must make inferences.	Difficult to understand. Listener must make inferences. Not well-rehearsed prior to presentation.	1
Thesis not stated or no appropriate supporting details given. Leaves reader or listener with the certainty that the student does not understand the work.	Visual inadequate (or non-existent). Appears to have been rushed or done at the last minute. Does not meet expectations.	Inadequate. Sketchy. Ideas not developed. Leaves the impression that the student has not prepared for the presentation.	0

12 = 100	9 = 85	6 = 70	3 = 50
11 = 95	8 = 80	5 = 65	2 = 30
10 = 90	7 = 75	4 = 60	1 = 15
			0 = 0

Mary Diehl, University of Texas at Austin, and Gloria Munguía, St. Andrew's Episcopal School.

Rubric for Presentation

	5 Exceeds	4 Superior	3 Good	2 Fair	1 In Progress
Cultural context	Demonstrates thorough understanding of relationship of music to the target culture in 5 or more ways.	Demonstrates thorough understanding of relationship of music to the target culture in at least 4 ways.	Demonstrates understanding of relationship of music to the target culture in at least 3 ways.	Demonstrates little understanding of relationship of music to the target culture.	Does not demonstrate understanding of relationship of music to the target culture.
Language usage: grammatical structures, pronunciation fluency	Near native fluency; use of vocabulary and structures beyond normal scope of class.	Variety of vocabulary and structures used with few errors.	Adequate vocabulary; some structural errors; easily understandable.	Limited vocabulary; some Anglicisms; frequent structural errors; understandable to sympathetic listener.	Vocabulary very limited; much repetition; some English; errors in structure interfere with comprehensibility.
Presentation; Creativity, props, appearance, organization	Imaginative and unique; props add dimension to project; near professional appearance; engaging organization.	Original; props add to project presentation; very neat; organized.	Evidence of some creativity; props used to explain project; neat; some confusion in organization.	Little creativity; props bear little relationship to presentation; careless appearance; difficult to follow.	Little effort shown; props not completed or unrelated; lacks coherence.

Rubric for Portfolios

	Superior	Excellent	Good	In Progress
Appearance	Extremely eye appealing, professional looking.	Attractive, neat.	Somewhat attractive or neat.	Sloppy, effort not shown.
Creativity	Creativity abounds, much original thinking and/or elaboration.	Much creativity; original thinking, and/or elaboration.	Some evidence of creativity; original thinking or elaboration.	Little or no evidence of creativity, original thinking or elaboration.
Content	All quality artifacts chosen demonstrate a high level of reasoning.	Quality artifacts chosen demonstrate clear reasoning.	Some artifacts chosen demonstrate clear reasoning.	Few or none of the artifacts chosen demonstrate clear reasoning.
Organization	Striking organization that makes the reading flow smoothly.	Organized, definite transition between works and parts of the portfolio.	Fairly organized, good transition in topics.	Nothing in order, appears thrown together, no transition.
Completeness	Contains required pieces, shows much extra effort with additional pieces.	Contains required pieces, some additional pieces.	Contains required pieces.	Missing some required pieces.
Reflection	High level of analytical thinking backed by sound evidence.	Obvious time on reflection, honest; excellent details.	Adequate reflection shown.	Very brief, done hurriedly, not sincere or honest.

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Project Grade

	1	2	3
Accuracy of Deutsch	Many mistakes in vocabulary, spelling, grammar.	Some mistakes in vocabulary, spelling, grammar.	Almost no errors.
Presentation and creativity of design	Messy; done in pencil; no design; little effort visible.	Looks good; some use of color and/or design; obvious effort.	"stunning" — a beautiful job!
Followed directions	Did not follow directions.	Most directions followed, but not all.	Followed all directions.

On time **No _____ (0)** **Ja _____ (2)**

Scale = 5-11 points

11 pts. = A+
10 pts. = A or A-
9 pts. = B+
8 pts. = B or B-
7 pts. = C+
6 pts. = C or C-
5 pts. = D
0 = not turned in on time

Meine Note ist _____

Submitted to the Alternative Assessment Practice in New England FL Classrooms: Models Implementation Conference, October 1997. Author unknown.

Presentation Rubrics

1

Criteria	(1)	Poor	(2)	Fair	(3)	Good	(4)	Outstanding
Vocabulary	1	Limited vocabulary	2	Attempt to use familiar vocabulary		Good use of vocabulary		Outstanding use of vocabulary
Grammar	1	Errors inhibit comprehension	2	Some grammatical errors throughout	3	Good use of grammar	4	Outstanding use of grammar
Creativity	1	No props or costumes	2	Some props and costumes	3	Appropriate props and costumes	4	Outstanding props and costumes
Preparation	1	Not prepared	2	Somewhat prepared	3	Well prepared	4	Outstanding preparation

A = 13-15 pts. B = 10=12 pts. C = 7-9 pts. D = 4-6 pts. F = < 4 pts.

2

Criteria	(1)	Poor	(2)	Fair	(3)	Good	(4)	Outstanding
Vocabulary	1	Limited vocabulary	2	Attempt to use familiar vocabulary		Good use of vocabulary		Outstanding use of vocabulary
Grammar	1	Errors inhibit comprehension	2	Some grammatical errors throughout	3	Good use of grammar	4	Outstanding use of grammar
Effort	1	Little or no effort	2	Some effort	3	Much effort	4	Outstanding effort

A = 10-12 pts. B = 7=9 pts. C = 4-6 pts. D = 2-3 pts. F = < 2 pts.

3

Speaking	Scale
Vocabulary	1 2 3 4 5
Accuracy	1 2 3 4 5
Organization	1 2 3 4 5

4

Writing Criteria	Scale
Vocabulary	1 2 3 4 5
Accuracy	1 2 3 4 5
Organization	1 2 3 4 5

These rubrics were adapted from others found in ancillaries to various textbooks.

Analytic Scoring Guide for Rating Speaking Products

Vocabulary		Grammar		Pronunciation		Message Content
Vocabulary is generally accurate and appropriate for the task; minor errors, hesitations and circumlocutions may occur.	4	Grammar may contain some inaccuracies, but these do not negatively affect comprehensibility.	4	Completely or almost completely comprehensible; pronunciation errors, rhythm and/or intonation problems do not create misunderstandings.	4	Relevant, informative response to the task. Adequate level of detail and creativity.
Vocabulary is usually accurate; minor errors, hesitations and circumlocutions may be frequent.	3	Some grammatical inaccuracies may affect comprehensibility; some control of major patterns.	3	Generally comprehensible; but pronunciation errors, rhythm and/or intonation problems may create misunderstandings.	3	Response to the task is generally informative may lack some detail and/or creativity.
Vocabulary is not extensive enough for the task; inaccuracies or repetition may be frequent; may use English words.	2	Many grammatical inaccuracies may affect comprehensibility; little control of major patterns.	2	Difficult to comprehend because of numerous pronunciation errors, rhythm and/or intonation problems.	2	Response incomplete; lacks some important information.
Vocabulary inadequate for basic aspects of the task.	1	Almost all grammatical patterns inaccurate, except for a few memorized patterns.	1	Practically incomprehensible.	1	Response not informative; provides little or no information.
No response.	0	No response.	0	No response.	0	No response.

Submitted to the Alternative Assessment Practice in New England
FL Classrooms: Models for Implementation Conference. Author unknown.

Rubrics for Holistic Scoring

3 Exceeds Expectations

- Message very effectively communicated
- Rich variety of vocabulary
- Highly accurate, showing no significant patterns of error
- Content supports interest level
- Self-correction increases comprehensibility

2 Meets Expectations

- Message generally comprehensible
- Vocabulary is appropriate with some groping
- Accuracy appropriate to stage, although some patterns of error may interfere with comprehension
- Content is predictable, but adequate
- Occasional self-correction may be successful

1 Does Not Meet Expectations

- Message communicated with difficulty and is unclear
- Vocabulary is often inappropriate, leading to miscommunication
- Significant patterns of error
- Content repetitious
- Self-correction is rare and usually unsuccessful

0 Unratable Sample

- No consistent use of target language, only isolated words in target language
- Off task

NOTE: Evaluators applying these rubrics must refer to the Language learning Continuum for verification of expectations at each stage. Because this is a criterion-referenced scoring, student work samples should be held accountable to the specific criteria rather than to each other.

At Stage I, at which the learner relies primarily on memorized material, no major patterns of error are expected. However, if the learner attempts to move beyond memorized material, error becomes more evident, as is appropriate to the expectations for this particular stage.

Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign language, 1996, p. 36. Reprinted with permission of the College Entrance Examination Board

A Rubric for Speaking

For the level of study, the oral response…

	Superior	**Highly Successful**	**Successful**	**Not Quite Successful**
Communication	• is predominately comprehensible • is appropriate • contains varied details	• is mostly comprehensible • is appropriate • contains some details	• is generally comprehensible • is appropriate • is limited in details	• is incomprehensible *or* • is inappropriate *or* • is inadequate
Accuracy • grammar • vocabulary • pronunciation • level appropriate	• shows strong control of language *and* • contains no errors	• shows good control of language *and may* • contain occasional errors	• shows sufficient control of language *and may* • contain major errors	• may have excessive errors *or* • be difficult to understand *or* • is inadequate
Fluency	• demonstrates obvious ease of expression • contains predominately smooth flowing speech	• demonstrates primarily an ease of expression • contains mostly smooth flowing speech	• shows little ease of expression • contains speech that flows smoothly only some times	• shows an awkwardness of expression *or* • contains speech that does not flow smoothly *or* • is inadequate

Generic Rubrics for Foreign Language Tasks

For Collaborative Work

	4	3	2	1
Work load equality	Workload shared equally.	Workload somewhat unequal.	Workload unequal—done mostly by one or two students.	Workload unequal—one student has done all the work.
On task	All the time.	Most of the time.	Sometimes.	Little involvement; rarely on task.
Interaction	Much discussion; shows respect for others.	Some discussion; respectful of others.	Little discussion; easily distracted, somewhat disrespectful of others.	Shows little interest; disrespectful of others.

For Oral Presentations—Simple Answers

	Yes	No
Accurate Pronunciation		
Accurate Grammar		

For Oral Presentations—Cultural Role Play

	4	3	2	1
Pronunciation	Accurate throughout, near native.	Understandable, with very few errors.	Some errors, but still understandable.	Poor pronunciation, very anglicized.
Fluency	Smooth delivery.	Fairly smooth.	Unnatural pauses.	Halting, hesitant, long gaps.
Comprehensibility	Easily understood.	Understood.	Difficult to understand.	Incomprehensible.
Vocabulary	Extensive use of targeted vocabulary.	Some use of targeted vocabulary.	Minimal use of targeted vocabulary.	Fails to use targeted vocabulary.
Credibility (shows knowledge of other culture)	Credible role play; reflects the culture.	Credible role play; somewhat reflects the culture.	Limited credibility; little connection to target culture.	Not credible; no connection to target culture visible.
Performance	Lively, enthusiastic; good eye contact.	General enthusiasm; some eye contact.	Low energy; limited eye contact.	Reads from cards, monotonous, no eye contact

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Las Máscaras

Rubrics for Mask

OVERALL RATING	APPEARANCE	EFFORT	TASK COMPLETION
EXCEEDS EXPECTATIONS: EXEMPLARY, SUPERIOR	Superior product. Elaborate decoration. Shows originality. Very "eye-catching." 4	Obvious effort. Exceptional attention to detail. 4	Followed all directions. Strong cardboard backing and appropriate handle. Exceeds requirements. 4
MEETS EXPECTATIONS: STRONG, GOOD	Good product. Good decoration. Some originality. "Eye-catching." Neat. 3	Effort shows. Good attention to detail. 3	Follows most directions. Handle and backing present. 3
ALMOST MEETS EXPECTATIONS: NEEDS IMPROVEMENT	Little decoration or originality. Could be improved. "Skull" not apparent. 2	Some effort shows. Little attention to detail. 2	Follows some directions. Missing handle or backing. 2
MINIMAL ATTEMPT TO MEET EXPECTATIONS: INADEQUATE, UNACCEPTABLE	Used computer graphics or magazine cut-outs. No attempt to represent "skull." No backing or handle. 1	An obvious last-minute product. No effort shows. Inadequate attempt. 1	Does not follow directions. Mask not cut out. No handle. No backing. 1

12 = 100	**9 = 85**	**6 = 70**	**3 = 30**
11 = 95	**8 = 80**	**5 = 60**	**2 = 20**
10 = 90	**7 = 75**	**4 = 50**	**1 = 10**

Rubrics for Oral Presentation

OVERALL RATING	DELIVERY AND FLUENCY	PRONUNCIATION	ACCURACY: VOCABULARY	ACCURACY: STRUCTURE
EXCEEDS EXPECTATIONS	Fluid, smooth speech; no or very few hesitations and pauses. Clear, enthusiastic, creates interest 4	Fully comprehensible, attempts to imitate native speech with appropriate intonation patterns. 4	Accurate and effective use of studied words. Variety. Exceeds requirements. 4	No significant errors. Control of grammatical structures studied. 4
MEETS EXPECTATIONS	Generally flows. Little hesitation. Maintains interest of audience. 3	Generally comprehensible. Some difficulties with vowels and stress. 3	Generally accurate. Adequate use of required vocabulary. 3	Generally accurate. Few significant errors in areas studied. 3
ALMOST THERE	Hesitant, monotone, requires prompting. Does not maintain interest of audience. 2	Interferes with comprehensibility. English vowel sounds. Stresses wrong syllables. 2	Errors in usage of vocabulary. Limited. Includes most, but not all requirements. 2	Several significant errors in areas studied. Control lacking. 2
BELOW EXPECTATIONS	Very hesitant, halting speech. Incomplete, uses English, reads script. 1	Incomprehensible. 1	Error-filled. Inadequate, repetitive, and/or inaccurate use of vocabulary. 1	Constant patterns of error in areas studied. Few correct grammatical structures. 1

16 = 100	**13 = 85**	**10 = 70**	**7 = 55**	**4 = 30**
15 = 95	**12 = 80**	**9 = 65**	**6 = 50**	**3 = 20**
14 = 90	**11 = 75**	**8 = 60**	**5 = 40**	**1 = 10**

Mary Diehl, University of Texas at Austin, and Gloria Munguía, St. Andrew's Episcopal School.

El Arte

(Rubrics for Oral Presentation)

COMMUNICATION	DELIVERY	PRONUNCIATION	STRUCTURE	
COMLETE, FULLY COMPREHENSIBLE; CLEARLY DEMONSTRATES AN UNDERSTANDING OF ART/ARTIST	HIGHLY EFFECTIVE; CLEAR, EXCEEDS EXPECTATIONS, FLOWS WITHOUT HESITATION, ENTHUSIASTIC	NO INTERFERENCE WITH COMPREHENSIBILITY; IMITATES NATIVE SPEECH WITH APPROPRIATE RHYTHM AND INTONATION; CLEAR	VERY FEW SIGNIFICANT ERRORS; CONTROL OF BASIC STRUCTURES; WIDE VARIETY OF VERBS; RICH VOCABULARY	**4**
MOSTLY COMPREHENSIBLE; DEMONSTRATES AN UNDERSTANDING OF ART/ARTIST	MEETS EXPECTATIONS, GENERALLY FLOWS, LITTLE HESITATION	INTERFERES SLIGHTLY WITH COMPREHENSIBILITY	GENERALLY ACCURATE; FEW SIGNIFICANT ERRORS IN BASIC STRUCTURES; ADEQUATE VERB AND VOCABULARY USAGE	**3**
DIFFICULT TO COMPREHEND; VERY BASIC UNDERSTANDING OF ART/ARTIST	LIMITED, HESITANT, REQUIRES PROMPTING OR READS A PORTION OF WRITTEN TEXT, MONOTONE	INTERFERES WITH COMPREHENSION; VOWELS SOUND LIKE ENGLISH	SIGNIFICANT ERRORS IN BASIC STRUCTURES; LIMITED VARIETY OF VERBS AND VOCABULARY	**2**
PRACTICALLY INCOMPREHENSIBLE; LITTLE UNDERSTANDING OF ART/ARTIST	VERY HESITANT, INCOMPLETE, ENGLISH USED OR READS MOST OF WRITTEN TEXT	SERIOUSLY INTERFERES WITH COMPREHENSION	CONSTANT PATTERNS OF ERRORS IN BASIC STRUCTURES; LITTLE VARIETY OF VERBS; VERY LIMITED VOCABULARY	**1**
NO PRODUCTION, INCOMPREHENSIBLE	READ ENTIRE SCRIPT	RENDERS COMPREHENSION EXTREMELY DIFFICULT	ERROR-FILLED	**0**

16 = 100	**10 = 76**	**4 = 40**
15 = 96	**9 = 72**	**3 = 30**
14 = 92	**8 = 68**	**2 = 20**
13 = 88	**7 = 64**	**1 = 10**
12 = 84	**6 = 60**	**0 = 0**
11 = 80	**5 = 50**	

Mary Diehl, University of Texas at Austin, and Gloria Munguía, St. Andrew's Episcopal School.

Oral Assessment – Novice level

OVERALL RATING:	Communication of message:	Level of expression:	Task completion:	Delivery and fluency:	Accuracy:
Exceeds expectations (20-18) exemplary excellent superior	Text fully comprehensible; no ambiguity or areas of confusion. 4	Exceeds all level expectations. Creates with language; consistent use of varied sentence and other structures with some transition words. Message carried in connected series of complete sentences. 4	Exceeds required elements. Content appropriate and fully developed. 4	Fluid, smooth speech; no or very few hesitations and pauses. No English used. 4	No significant errors, control of grammatical structures studied. 4
Meets expectations (17-12) strong solid good	Text generally comprehensible; few ambiguities or areas of confusion. 3	Meets all level expectations completely. Adequate use of varied sentence and other structures. Message carried by complete sentences. 3	Required elements present. Content appropriate and adequately developed. 3	Occasional hesitation that does not interfere with communication. No English used. 3	Generally accurate; few significant errors in areas studied. Some minor grammar errors. 3
Almost meets expectations (11-9) needs improvement too limited	Text partially comprehensible; some significant ambiguities or areas of confusion. 2	Meets some level expectations. Occasional use of varied sentence and other structures. Message carried mostly by complete sentences. 2	Some required elements present. Limited, somewhat incomplete and/or content inappropriate. 2	Pauses frequently, searching for words and/or uses English to fill gaps. 2	Several significant errors in areas studied. Frequent grammar errors. 2
Minimal attempt to meet expectations (8-6) inadequate insufficient unacceptable	Text barely comprehensible; significant difficulties in comprehension. 1	Minimally meets some level expectations; overly simple. Almost no variety in sentence and other structures. Message carried primarily by short phrases or single words. 1	Almost no required elements present. Lacking, incomplete and/or content inappropriate. 1	Halting speech, constantly interrupted by pauses that interfere with communication and/or lots of English. 1	Few correct grammatical structures. Constant patterns of error in areas studied. 1
Unratable / no attempt to meet expectations	No attempt to convey message. 0	No attempt to use target language. 0	No required elements present. 0	No attempt to convey message orally. 0	No attempt to speak in target language. 0

Comments:

Charlotte Gifford, Greenfield Community College, and Jeanne Mullaney,
Community College of Rhode Island, Fall, 2002

Oral Assessment – Novice level

première étape

OVERALL RATING:	Communication of message:	Task completion:	Delivery and fluency:	Pronunciation:	Accuracy:
Exceeds expectations (20-18) exemplary excellent superior	Text fully comprehensible; no ambiguity or areas of confusion. 4	Exceeds required elements. Content appropriate and fully developed. 4	Fluid, smooth speech; no or very few hesitations and pauses. No English used. 4	Doesn't interfere with comprehension; completely clear. 4	No significant errors, control of grammatical structures studied. 4
Meets expectations (17-12) strong solid good	Text generally comprehensible; few ambiguities or areas of confusion. 3	Required elements present. Content appropriate and adequately developed. 3	Occasional hesitation that does not interfere with communication. No English used. 3	Interferes only slightly with comprehension; generally clear. 3	Generally accurate; few significant errors in areas studied. Some minor grammar errors. 3
Almost meets expectations (11-9) needs improvement too limited	Text partially comprehensible; some significant ambiguities or areas of confusion. 2	Some required elements present. Limited, somewhat incomplete and/or content inappropriate. 2	Pauses frequently, searching for words and/or uses English to fill gaps. 2	Interferes with comprehension. 2	Several significant errors in areas studied. Frequent grammar errors. 2
Minimal attempt to meet expectations (8-6) inadequate insufficient unacceptable	Text barely comprehensible; significant difficulties in comprehension. 1	Almost no required elements present. Lacking, incomplete and/or content inappropriate. 1	Halting speech, constantly interrupted by pauses that interfere with communication and/or lots of English. 1	Renders comprehension extremely difficult. 1	Few correct grammatical structures. Constant patterns of error in areas studied. 1
Unratable / no attempt to meet expectations	No attempt to convey message. 0	No required elements present. 0	No attempt to speak in target language. 0	No attempt to convey message orally. 0	No attempt to convey message orally. 0

Comments:

Charlotte Gifford, Greenfield Community College, and Jeanne Mullaney,
Community College of Rhode Island, Fall, 2002

Oral Assessment – Intermediate level

OVERALL RATING:	Communication of message:	Level of expression:	Task completion:	Delivery and fluency:	Accuracy:
Exceeds expectations (20-18) exemplary excellent superior	Text fully comprehensible; no ambiguity or areas of confusion. 4	Exceeds all level expectations. Extensive use of varied sentence and other structures with some transition words. Message carried in connected series of complete sentences. 4	Exceeds required elements. Content appropriate and fully developed. 4	Fluid, smooth speech; no or very few hesitations and pauses. No English used. 4	No significant errors, control of grammatical structures studied. 4
Meets expectations (17-12) strong solid good	Text generally comprehensible; few ambiguities or areas of confusion. 3	Meets all level expectations completely. Consistent use of varied sentence and other structures. Message carried in series of complete sentences. 3	Required elements present. Content appropriate and adequately developed. 3	Occasional hesitation that does not interfere with communication. No English used. 3	Generally accurate; few significant errors in areas studied. Some minor grammar errors. 3
Almost meets expectations (11-9) needs improvement too limited	Text partially comprehensible; some significant ambiguities or areas of confusion. 2	Meets some level expectations. Occasional use of varied sentence and other structures. Message carried by complete sentences. 2	Some required elements present. Limited, somewhat incomplete and/or content inappropriate. 2	Pauses frequently, searching for words and/or uses English to fill gaps. 2	Several significant errors in areas studied. Frequent grammar errors. 2
Minimal attempt to meet expectations (8-6) inadequate insufficient unacceptable	Text barely comprehensible; significant difficulties in comprehension. 1	Minimally meets some level expectations; overly simple. Almost no variety in sentence and other structures. Message carried mostly by short sentences, phrases and single words. 1	Almost no required elements present. Lacking, incomplete and/or content inappropriate. 1	Halting speech, constantly interrupted by pauses that interfere with communication and/or lots of English. 1	Few correct grammatical structures. Constant patterns of error in areas studied. 1
Unratable / no attempt to meet expectations	No attempt to convey message.	No attempt to use target language. 0	No required elements present. 0	No attempt to convey message orally. 0	No attempt to speak in target language. 0

Comments:

Quick Assessment of In-class Oral Activities

This rubric is for quick assessment of in-class oral activities: pair and group work (reproduced at the size of a 3 x 5 index card.

	Communication	Accuracy	Effort / On Task	Pronunciation
3	complete, fully comprehensible	accurate on all targeted forms	exceeds all expectations	no interferences with comprehension
2	mostly comprehensible	accurate on most targeted forms	well focused, no English used	interferes slightly with comprehension
1	incomplete, only partially comprehensible	accurate on few targeted forms	unfocused, some English	seriously interferes with comprehension
0	incomprehensible	inaccurate	little effort, off task, lots of English	renders comprehension extremely difficult

This rubric is for quick assessment of student-to-teacher oral questions on unit tests. Students come to the front of the room, draw a prompt, ask the question, listen to the teacher's answer and then answer the same.

	Communication	Hesitation	Accuracy	Pronunciation	Register
2	complete, fully comprehensible	no or very few hesitations and pauses	accurate on all targeted forms	no interference with comprehension	
1	incomplete, only partially comprehensible	pauses frequently, searching for words	inaccurate on some targeted forms	interferes with comprehension	correct, consistent
0	incomprehensible	halting, constantly interrupted by pauses	inaccurate	renders comprehension extremely difficult	incorrect, inconsistent

Scoring Sheet:

	Question				Answer			
Student Name	**C**	**H**	**A**	**R**	**C**	**H**	**A**	**P**
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

Charlotte Gifford, Greenfield Community College, and Jeanne Mullaney,
Community College of Rhode Island, Fall, 2002

Generic Rubric for Written Material

General

	Exceeds Expectations	3	2	1
Grammar	Perfect.	Uses well what is being studied.	Some errors with what is being studied.	Doesn't seem to understand what is being studied.
Vocabulary	Creative use of vocabulary.	Vocabulary at present level of study.	Some use of current vocabulary; key words missing.	Minimal use of targeted vocabulary at present level of study; words used incorrectly.
Spelling	Perfect.	Very few errors in spelling and accent marks.	Some errors in spelling and accent marks.	Many errors in spelling and accent marks.

Creative Writing (3rd or 4th year students)

	Outstanding 3	Satisfactory 2	Poor 1
Spelling / Punctuation	Spelling and punctuation almost always correct.	Some errors throughout.	Careless; numerous errors.
Grammar	At current level of study or above with very few errors.	Some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study.	Writing is at 1st or 2nd year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense.
Effort	More than required.	Meets requirements.	Some items missing, work appears hastily assembled.
Creativity	Creative, original descriptions; realistic characters; well illustrated; neat.	Some creativity; simple descriptions; mostly neat.	Shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations.

From the Nebraska K-12 Foreign Language Frameworks.
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A Rubric for Writing

For the proficiency level, the written response…

	Superior	**Highly Successful**	**Successful**	**Not Quite Successful**
Communication	• is predominately comprehensible • is appropriate • contains varied details	• is mostly comprehensible • is appropriate • contains some details	• is generally comprehensible • is appropriate • is limited in details	• is incomprehensible *or* • is inappropriate *or* • is inadequate
Accuracy of Language • word order, sentence structure • verb tense(s) • level appropriate grammar • spelling, capitalization, punctuation	• contains highly accurate language usage *and* • contains no significant errors	• contains accurate language usage *and may* • contain occasional errors	• contains predictable usage errors *that do not* • interfere with comprehension	• contains inadequate usage *or* • has excessive errors *or* • is difficult to comprehend
Organization	• well organized • flows smoothly throughout • uses varied transitions	• organized • mostly flows smoothly • uses varied transition	• is generally well organized and logical *but* • may lack flow	• is illogical *or* • disorganized

Composition – Novice level

OVERALL RATING:	Communication of message:	Level of expression:	Task completion:	Accuracy: Vocabulary	Accuracy: Structure & mechanics
Exceeds expectations (20-18) exemplary excellent superior	Text fully comprehensible; no ambiguity or areas of confusion. 4	Exceeds all level expectations; creates with language. Consistent use of varied sentence and other structures with some transition words. 4	Exceeds required elements. Content appropriate, fully developed, well organized. 4	Rich use of vocabulary with frequent attempts at elaboration. Broad vocabulary; accurate, extensive and effective use of studied words. 4	No significant errors, control of grammatical structures studied. No or almost no spelling and/or punctuation errors. 4
Meets expectations (17-12) strong solid good	Text generally comprehensible; few ambiguities or areas of confusion. 3	Meets all level expectations completely. Adequate use of varied sentence and other structures. 3	Required elements present. Content appropriate, adequately developed, adequately organized. 3	Generally accurate with some errors; adequate use of studied vocabulary for this level. 3	Generally accurate; few significant errors in areas studied. Some minor grammar, spelling and/or punctuation errors. 3
Almost meets expectations (11-9) needs improvement too limited	Text partially comprehensible; some significant ambiguities or areas of confusion. 2	Meets some level expectations. Occasional use of varied sentence and other structures. 2	Some required elements present. Limited, somewhat incomplete and/or content inappropriate, poorly organized. 2	Errors in vocabulary interfere with communication. Somewhat inadequate and inaccurate use of vocabulary and/or too basic for this level. 2	Several significant errors in areas studied. Frequent grammar, spelling and/or punctuation errors. 2
Minimal attempt to meet expectations (8-6) inadequate insufficient unacceptable	Text barely comprehensible; significant difficulties in comprehension. 1	Minimally meets some level expectations; overly simple. Almost no variety in sentence and other structures. 1	Almost no required elements present. Lacking, incomplete and/or content inappropriate, disorganized. 1	Inadequate, repetitive and/or inaccurate use of vocabulary. 1	Few correct grammatical structures with frequent spelling and/or punctuation errors. Constant patterns of error in areas studied. 1
Unratable / no attempt to meet expectations	No attempt to convey message.	No attempt to use target language.	No required elements present.	No attempt to use target language vocabulary.	No attempt to write in target language.

Comments:

Charlotte Gifford, Greenfield Community College, and Jeanne Mullaney,
Community College of Rhode Island, Fall, 2002

Composition – Intermediate level

OVERALL RATING:	Communication of message:	Level of expression:	Task completion:	Accuracy: Vocabulary	Accuracy: Structure & mechanics
Exceeds expectations (20-18) exemplary excellent superior	Text fully comprehensible; no ambiguity or areas of confusion. 4	Exceeds all level expectations. Extensive use of varied sentence and other structures with a variety of transition words. 4	Exceeds required elements. Content appropriate, fully developed, well organized. 4	Rich use of vocabulary with frequent attempts at elaboration. Broad vocabulary; accurate, extensive and effective use of studied words. 4	No significant errors, control of grammatical structures studied. No or almost no spelling and/or punctuation errors. 4
Meets expectations (17-12) strong solid good	Text generally comprehensible; few ambiguities or areas of confusion. 3	Meets all level expectations completely. Consistent use of varied sentence and other structures with transition words. 3	Required elements present. Content appropriate, adequately developed, well organized. 3	Generally accurate with some errors; adequate use of studied vocabulary for this level. 3	Generally accurate; few significant errors in areas studied. Some minor grammar, spelling and/or punctuation errors. 3
Almost meets expectations (11-9) needs improvement too limited	Text partially comprehensible; some significant ambiguities or areas of confusion. 2	Meets some level expectations. Occasional use of varied sentence and other structures with insufficient transition words. 2	Some required elements present. Limited, somewhat incomplete and/or content inappropriate, adequately organized. 2	Errors in vocabulary interfere with communication. Somewhat inadequate and inaccurate use of vocabulary and/or too basic for this level. 2	Several significant errors in areas studied. Frequent grammar, spelling and/or punctuation errors. 2
Minimal attempt to meet expectations (8-6) inadequate insufficient unacceptable	Text barely comprehensible; significant difficulties in comprehension. 1	Meets few level expectations; overly simple. Almost no variety in sentence and other structures; few or no transition words. 1	Almost no required elements present. Lacking, incomplete and/or content inappropriate, poorly organized. 1	Inadequate, repetitive and/or inaccurate use of vocabulary. 1	Few correct grammatical structures with frequent spelling and/or punctuation errors. Constant patterns of error in areas studied. 1
Unratable / no attempt to meet expectations	No attempt to convey message.	No attempt to use target language.	No required elements present.	No attempt to use target language vocab.	No attempt to write in target language.

Comments:

Charlotte Gifford, Greenfield Community College, and Jeanne Mullaney,
Community College of Rhode Island, Fall, 2002

Research Paper Rubric

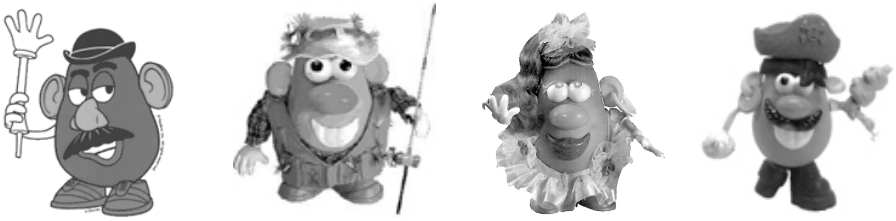
	20	**30**	**40**	**50**
1. Research (50 points)	Little research evident. Less than sources.	Research is incomplete, inaccurate or inconsistent.	Research is complete only minor problems.	Went over and above, used unusual sources, providing meaningful additional data.
	10	**15**	**20**	**25**
2. Paper Mechanics (25 points)	Paper is lacking two or more of the following: introduction, conclusion, citations, format, bibliography, or length.	Paper is lacking one of the previous areas.	Paper contains an introduction, body, and conclusion. Paper is 500 words or more.	All of #4 plus is exceptionally well written.
	10	**15**	**20**	**25**
3. Paper Content (25 points)	Paper is lacking two or more of the following: evidence, material on one of the two countries or analysis.	Paper is lacking in one of the previous areas.	Paper is complete and demonstrates appreciation for cultural similarities and differences.	All of #3 plus offers new insights for the understanding of the two cultures.

Paper Grammar (50 points)	**Poor 2.5 points**	**Average 5 points**	**Good 7.5 points**	**Excellent 10 points**
a. conjugations	_____ _____	_____ _____	_____ _____	_____ _____
b. verb usage	_____ _____	_____ _____	_____ _____	_____ _____
c. noun/adj. agreement	_____ _____	_____ _____	_____ _____	_____ _____
d. vocabulary & spelling	_____ _____	_____ _____	_____ _____	_____ _____
e. accents	_____ _____	_____ _____	_____ _____	_____ _____

Submitted to the Alternative Assessment Practice in New England
FL Classrooms: Models for Implementation Conference. Author unknown.

Presentación

Señor / Señorita Patata



Objetivo: describir la identidad y la apariencia de tu patata.

Instrucciones:

A. Decora su patata y debe incluir el cuerpo, las manos y los pies (¡también ropa!)

B. Escribe una descripción (un borrador) de su vida (identidad) y su apariencia. Incluye los datos siquientes:

- el nombre de tu patata
- el color de pelo
- el color de ojos
- la cara
- la talla
- la apariencia general
- por lo menos, *una* seña particular
- dos adjetivos y un sentimiento de la lista
- la nacionalidad y el país de origen
- la fecha y lugar de nacimiento
- la edad
- la profesión
- el estado civil

C. **Memoriza** la información personal de tu patata.

D. Preséntala a la clase **sin apuntes**.

La calificación

16 puntos	la presentación (refiere a la rúbrica)	
10 puntos	el borrador	
10 puntos	la patata	**TOTAL: 36 puntos**

Fechas Importantes

- el 2 de septiembre – entrega el borrador el martes
- el 3 y 4 de septiembre – practica la presentación en clase
- el 5 y 6 de septiembre – ¡hacer las presentaciones!

Jennifer Chong, Austin High School, Fort Bend ISD

Rúbrica para la presentación oral

Señor / Señorita Patata

	Vocabulary	Grammar	Pronunciation	Delivery and Fluency
4	Vocabulary is generally accurate and appropriate for the task, minor errors and hesitations.	May contain some inaccuracies, but these do not negatively affect comprehensibility.	Completely or almost completely comprehensible; pronunciation errors, rhythm and/or intonation problems do not create misunderstanding.	Fluid, smooth speech, no or very few hesitations and pauses. No English used.
3	Vocabulary is usually accurate, minor errors, hesitations may be frequent.	Some inaccuracies may affect comprehensibility; some control of major patterns.	Generally comprehensible; pronunciation errors, rhythm and/or intonation problems may create misunderstandings.	Occasional hesitation that does not interfere with communication. No English used.
2	Vocabulary is not extensive enough for the task; inaccuracies or repetition may be frequent; may use English words.	Many inaccuracies may affect comprehensibility; little control of major patterns.	Difficult to comprehend because of numerous pronunciation errors.; rhythm and/or intonation problems.	Pauses frequently, searching for words and/or uses English to fill in gaps.
1	Vocabulary inadequate for most basic aspects of the task.	Almost all grammatical patterns inaccurate, except for a few memorized patterns.	Practically incomprehensible.	Response not informative; provides little or no information.

La calificación de la patata:

9-10 Extreme detail and neatness in decoration and effort very evident.

7-8 Good detail and neatness. Effort is evident.

5-6 Some effort, little detail.

4-5 Little effort, somewhat messy

2-3 lack of effort, very messy

0-1 No “Señor Patata” or didn’t follow instructions.

Jennifer Chong, Austin High School, Fort Bend ISD

Student's Name: _____ Grade:_____ Campus: _____ Date: _____

Core Tests Grading Sheet

Language: _____ Level:_____

Number of Questions	Category	Percent	Number Correct	Percent
10	Listening	20%	_____	
10	Reading	20%	_____	
10	Grammar	10%	_____	
10	Gen. Vocab.	10%	_____	
	Writing (Essay/Short Answer)	20%	_____	
5-picture description 5-personal questions	Speaking	20%	_____	
	TOTAL	**100%**	_____	

Grading Rubric

A = 10-12 points
B = 7-9 points
C = 4-6 points
D = 3 points
F = < 3 points

	Engages the reader	Comments
1 2 3	Mildly engages the reader Moderately engages the reader Engages the reader fully	
	Details	
1 2 3	Few details Sufficient basic details Clear and vivid details	
	Vocabulary	
1 2 3	Errors prevent comprehension Some errors in vocabulary Correctly uses vocabulary	
	Accuracy	
1 2 3	Errors prevent comprehension Some errors in spelling, and agreement throughout Very few errors.	

Name: _____

Grade:_____

A = 10-12 points
B = 7-9 points
C = 4-6 points
D = 3 points
F = < 3 points

12/98	9/88	6/78	3/70
11/95	8/85	5/76	< 3/50
10/90	7/80	4/75	

Andrea Henderson, High Tower high School, Fort Bend ISD

Appendix D

Rubrics Vocabulary

Vocabulary for Use in Developing Assessments

Verbs to Help Describe Tasks	Evaluation Words and Phrases	Bloom's Cognitive Domains
List, Tell, Recall, Define, Identify, Name, Show, Indicate, Read, State, Recognize	Who, What, When, Where, Why, Which, How, How much, Describe, Select	Knowledge
Describe, Change, Infer, Replace, Modify, Summarize, Condense, Explain, Restate	Outline, Restate, Explain, Summarize Which are facts? Which are opinions? What does this mean?	Comprehension
Solve, Practice, Show, Plan, Project, Demonstrate, Use	What if…? What would change if…? What are the effects of…?	Application
Examine, Compare, Contrast, Equate, Rank, Classify, Organize, Distinguish	What conclusions can be drawn from…? What is the theme? What is the relationship between…? Which are the most important ideas? What is the motive of…?	Analysis
Construct, Create, Invent, Predict, Design, Set up, Imagine, Modify, Prepare	Select, Create, Design, Plan, Invent	Synthesis
Judge, Rank, Determine, Critique, Defend, Conclude, Decide, Evaluate, Recommend, Debate	Which is more important/logical/ appropriate/valid? Compare… Critique… Contrast…	Evaluation

Links Between Achievement Targets and Assessment Methods

TARGET TO BE ASSESSED	ASSESSMENT METHOD			
	Selected Response	Essay	Performance Assessment	Personal Communication
Knowledge Mastery	Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target—three other options preferred	Can ask questions, evaluate answers, and infer mastery, but a time-consuming option
Reasoning Proficiency	Can assess application of some patterns of reasoning	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can watch students solve some problems or examine some products and infer about reasoning proficiency	Can ask student to "think about" or can ask follow-up questions to probe reasoning
Skills	Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself		Can observe and evaluate skills as they are being performance	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance
Ability to Create Products	Can assess mastery of the knowledge prerequisites to the ability to create quality products, but cannot use these to assess the quality of products themselves		Can assess: 1) proficiency in carrying out steps in product development, and 2) attributes of the products itself	Can probe procedural knowledge and knowledge of attributes of quality products, but not product quality
Dispositions	Selected response questionnaire items can tap student feelings	Open-ended questionnaire items can probe dispositions	Can infer dispositions from behavior and products	can talk with students about their feelings

Reprinted from R. J. Stiggins. (1997). *Student-Centered Classroom Assessment*. Upper Saddle River, NJ: Prentice Hall.

Criteria & Rubric Ideas

Criteria related to understanding and the 6 facets

Quality of the Understanding	*Quality of the Performance*
accurate	comprehensive
credible	elegant
critical	effective
illustrative	efficient
illuminating	engaging
insightful	fluent
grounded	practical
justified	graceful
meaningful	mechanically sound
plausible	persuasive
perceptive	poised
revealing	polished
sensitive	precise
significant	skilled
sophisticated	solved
unusual	thorough

Facet #1	Facet #2	Facet #3	Facet #4	Facet #5	Facet #6
explanation	***interpretation***	***application***	***perspective***	***empathy***	***self-knowledge***
accurate	meaningful	effective	credible	open	self-aware
elegant	important	efficient	revealing	sensitive	metacognitive
coherent	revealing	fluent	insightful	responsive	self-adjusting
justified	significant	practical	critical	receptive	reflective
thorough	illustrative	graceful	plausible	perceptive	insightful
predictive	illuminating	appropriate	unusual	tactful	wise

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Descriptive Terms for Differences in Degree

Use the following general terms to describe differences in degree when constructing a "first-time" scoring rubric with a 4-point scale. Once the rubric is applied, an analysis of student work will yield more precise descriptive language and/or a rubric with more gradations.

Degrees of Understanding

- thorough/complete
- substantial
- partial/incomplete
- misunderstanding/serious misconceptions

Degrees of Frequency

- always/consistently
- frequently/generally
- sometimes/occasionally
- rarely/never

Degrees of Effectiveness

- highly effective
- effective
- moderately effective
- ineffective

Degrees of Independence

student successfully completes the task:

- independently
- w/ minimal assistance
- w/ moderate assistance
- only w/ considerable assistance

Degrees of Accuracy

- completely accurate; all ___ (facts, concepts, mechanics, computations) correct
- generally accurate; minor inaccuracies do not affect overall result
- inaccurate; numerous errors detract from result
- major inaccuracies; significant errors throughout

Degrees of Clarity

- exceptionally clear; easy to follow
- generally clear; able to follow
- lacks clarity; difficult to follow
- unclear; impossible to follow

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Appendix E

Resources on Rubrics

Internet Resources on Rubrics

The following websites offer information, resources, links to other sites, and downloadable rubrics. Many more websites can be accessed by using the key word "rubrics" with an Internet search engine.

Resources on the Internet, Center for Applied Linguistics
http://www.cal.org/k12nflrc/internetresources
The site provides numerous resource links to Internet sites on assessment and evaluation. From these links, many rubrics can be viewed and downloaded.

Fairfax Country Public Schools, Falls Church, Virginia
http://www.fcps.k12.vaq.us/DIS/OHSICS/forlang/
This site offers teacher-made performance assessment for language students with rubrics.

http://www.fcps.k12.va.us/DIS/OHSICS/forlang/PALS/rubrics/index.htm
This link offers ideas on how to convert rubric scores carefully into points or grades.

ERIC Clearinghouse on Languages and Linguistics
http://www.cal.org/ericcll/k12assessment/
The *Directory of K-12 Foreign Language Assessment Instruments and Resources* is published on this website.

Rubric Builder
http://landmark-project.com/classweb/tools/rubric_builder/.php3
This website is a free service of the Landmark Project that enables teachers to build effective assessment rubrics and to make them available over the World Wide Web.

Rubrics.com
http://www.rubrics.com
This website has information and easy-to-use rubric software.

Rubistar
http://rubistar.4teachers.org
This website with links to other sites allows teachers to create rubrics for project-based-learning activities.

Creating Rubrics: Tools You Can Use
http://www.education-world.com/a_curr248.shtml
This article includes numerous links to ready-made rubrics and rubric construction sites.

Instructional Intranet of Chicago Public Schools
http://intranet.cps.k12.il.us/assessments/Ideas_and_Rubrics
This website offers guidelines for step-by-step construction of rubrics, as well as a bank of rubrics.

Rubrics for Web Lessons
http://edweb.sdsu.edu/webquest/rubrics/weblessons.html
This website has information on software, books, and websites that are linked to scores of example rubrics in a wide range of content areas.

Kathy Schrock's Guide for Educators: Assessment & Rubric Information
http://school.discovery.com/schrockguide/assess.html
This website offers many links to readymade rubrics.

The Staff Room for Ontario's Teachers
http://www.odyssey.on.ca/~elaine.coxon/rubrics.hrml
This website offers pages and pages of links to rubrics that are organized by content area. On the assessment page are links to rubric creation sites.

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Definitions

Authentic Assessment

Assessment within a real-world context that simulates a real-life experience. It was originally developed in the arts and apprenticeship systems where the instructor observes the student while working, provides feedback, monitors the use of the feedback given, and then adjusts instruction and evaluation so that the student will learn to function independently with success.

Performance Assessment

A type of authentic assessment involving a variety of tasks within a real-context that simulates a real-life experience and allows the student to demonstrate knowledge and apply skills. Performance assessment consists of two parts: a task such as a product or performance that requires the application of critical thinking skills and a set of scoring criteria scaled to measure the level of performance. Examples of performance assessments include written compositions, portfolios, research projects, works of art, conversations and speeches, etc.

Rubric

An authentic assessment instructional tool used as a scoring guide to provide objective assessment of criteria that may be complex and subjective. It contains a set of criteria and a scaled continuum to describe the quality of the performance.

Appendix F

Activity Masters

Rubrics for Scramble #1

Communication, Comprehensibility	*Accuracy*		*Content*	*Level Requirement*
	Vocabulary	*Structure*		
Very effectively communicated, appropriate	Broad vocabulary; extensive and effective use of studied words	No significant errors, control of grammatical structures studied	Appropriate to task, many supporting details; exceeds all requirements	Exceeds all level expectations; creates with language
Effectively communicated, appropriate	Generally accurate with some errors; adequate use of studied words	Generally accurate; few significant errors in areas studied	Sufficient for task, adequate supporting details; meets all requirements	Meets all level expectations completely
Some ideas clear, some difficulties	Errors in vocabulary interfere with communication	Several significant errors in areas studied	Limited, somewhat incomplete; meets most requirements	Meets most level expectations
Unclear, significant difficulties	Inadequate, repetitive or incorrect vocabulary	Constant patterns of error in areas studied	Lacking, incomplete; meets few requirements	Minimally meets some level expectations; overly simple
No written sample, no effort				

Rubrics for Scramble #2

Communication	*Text*	*Accuracy*		*Self-correction*
		Vocabulary	*Structure*	
Message successfully and accurately communicated	Message carried in series of complete sentences when appropriate	Broad vocabulary; extensive and effective use of studied words	No significant errors, control of grammatical structures studied	Self correction increases comprehensibility
Message almost entirely communicated	Message carried mostly by complete sentences when appropriate	Generally accurate with some errors; adequate use of studied words	Generally accurate; few significant errors in areas studied.	Most self correction is successful
Message generally comprehensible	Message carried primarily by short phrases or single words	Errors in vocabulary interfere with communication	Several significant errors in areas studied.	Some self correction is successful
Message communicated with great difficulty	Message carried only by single words	Inadequate, repetitive or incorrect vocabulary	Constant patterns of error in areas studied	Self correction rare and unsuccessful
No show, no speech, no effort				

This rubric is for an oral assessment and can be used in topic 7 if time allows.

Guidelines for Constructing Effective Rubrics

Answer Key for HO-9a

1. **Talk with <u>colleagues</u>** about characteristics of quality vs. mediocre student work. Then define for yourself what is a "quality" performance or product.

2. **Gather <u>samples</u> of rubrics** that you can adapt, including those focused on the different communication modes, skills, and proficiency levels.

3. **Think about the <u>criteria</u>** that are important for a given performance or product by examining samples of student work at the novice, intermediate, and advanced proficiency levels and considering the characteristics of each level.

4. **<u>Limit</u> the number of criteria** so that the rubric is no longer than one page and includes what is most important. Then develop quality descriptions for each criterion and its levels, keeping in mind the proficiency level of the student work.

5. **Focus descriptions of quality on the <u>positive</u>** (e.g., what is *present* in the performance, what students *show that they know and are able to do*) rather that on the negative (e.g., what is *missing*, what students *inaccurately do*).

6. **Use <u>professional</u> language** that clearly communicates the quality required for success at each level for each criterion, rather than clever or "cutesy" phrasing.

7. **Use <u>clear</u> language** rather than vague language (many-some-few). Then share your rubric with students and colleagues to get their feedback on its wording.

8. **<u>Revise</u> and <u>refine</u>** your rubric. Developing rubrics involves an iterative process of writing, revising, and rewriting. Each time you use a rubric, you will find *something* you want to change. That's as it should be!

Shadow Talk Figures

Sing to the tune of . . .

"You Are My Sunshine"

1. Writing a rubric is fairly simple.
   Start with the final goal in mind.
   Get help from students and other teachers
   'Cause great ideas will be intertwined.

2. Always remember the 2 components:
   Criteria and Quality.
   Give to the students instructive feedback
   And their progress is easily seen.

3. Then when you think that you've got it perfect,
   You realize that it just ain't so.
   It's time to revise and change a few things,
   Still with your sights on the target goal.

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Appendix G

Research Articles