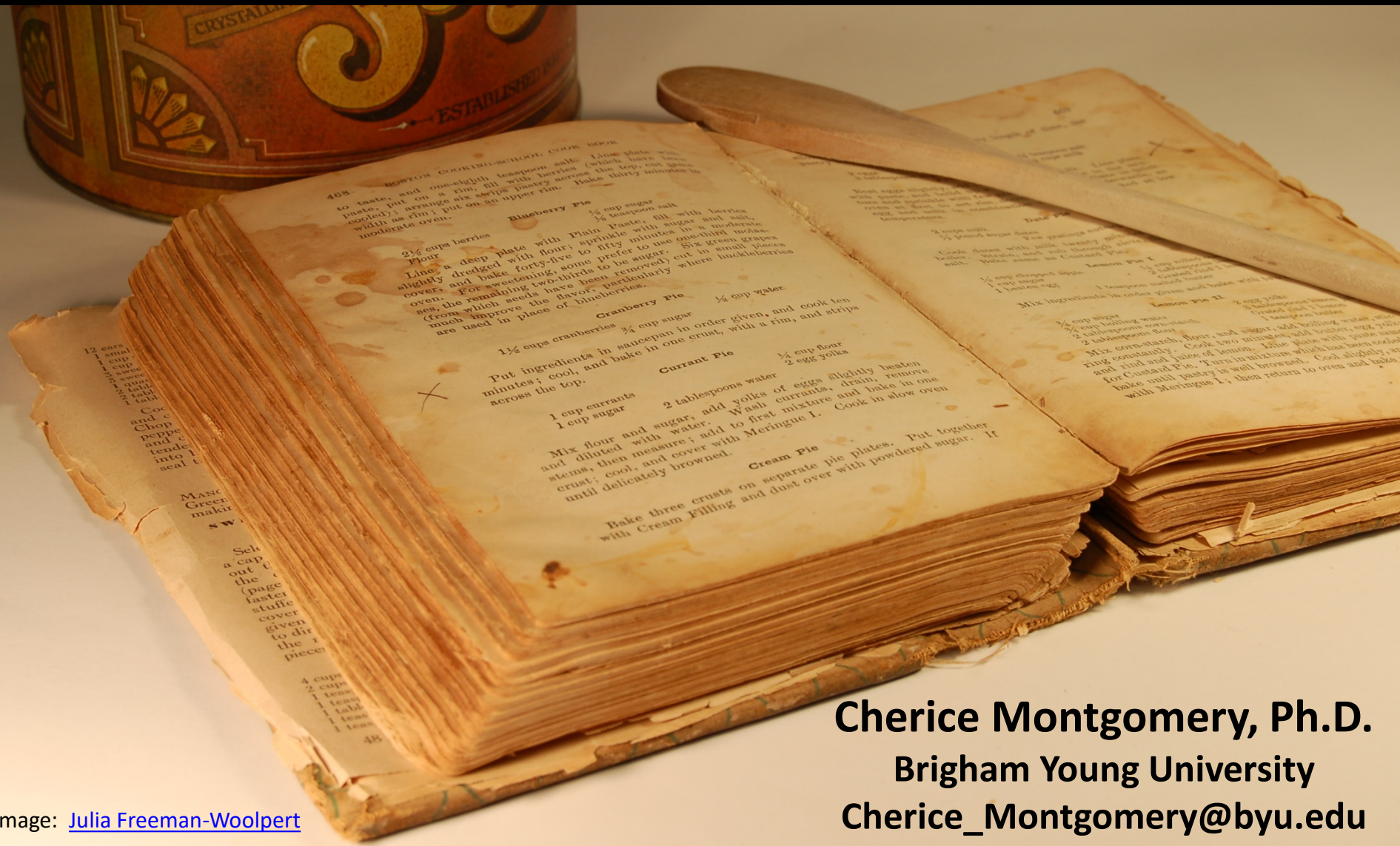


Rubrics: A Recipe for Fantastic Feedback



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Are we worried about the wrong things?

Skateboarding & Schools



I can...

- 1) Explain the **purposes** of rubrics
- 2) Identify **key features & principles** for developing effective rubrics
- 3) Select a **rubric format** that is developmentally appropriate for my students
- 4) Develop rubrics which provide **feedback that builds proficiency**
- 5) Use **technology** to create rubrics more efficiently





**Describe
this cake
to a
partner**

Visit this link to see the image:

<http://www.pinterest.com/pin/195273333819451939/>

Why rubrics?



Image: [Sarah Best](#)

We think we know what we want our students to produce, but do we? Do they?!



How might a rubric help?



Visit this link to see the image:

<http://www.pinterest.com/pin/195273333819451939/>

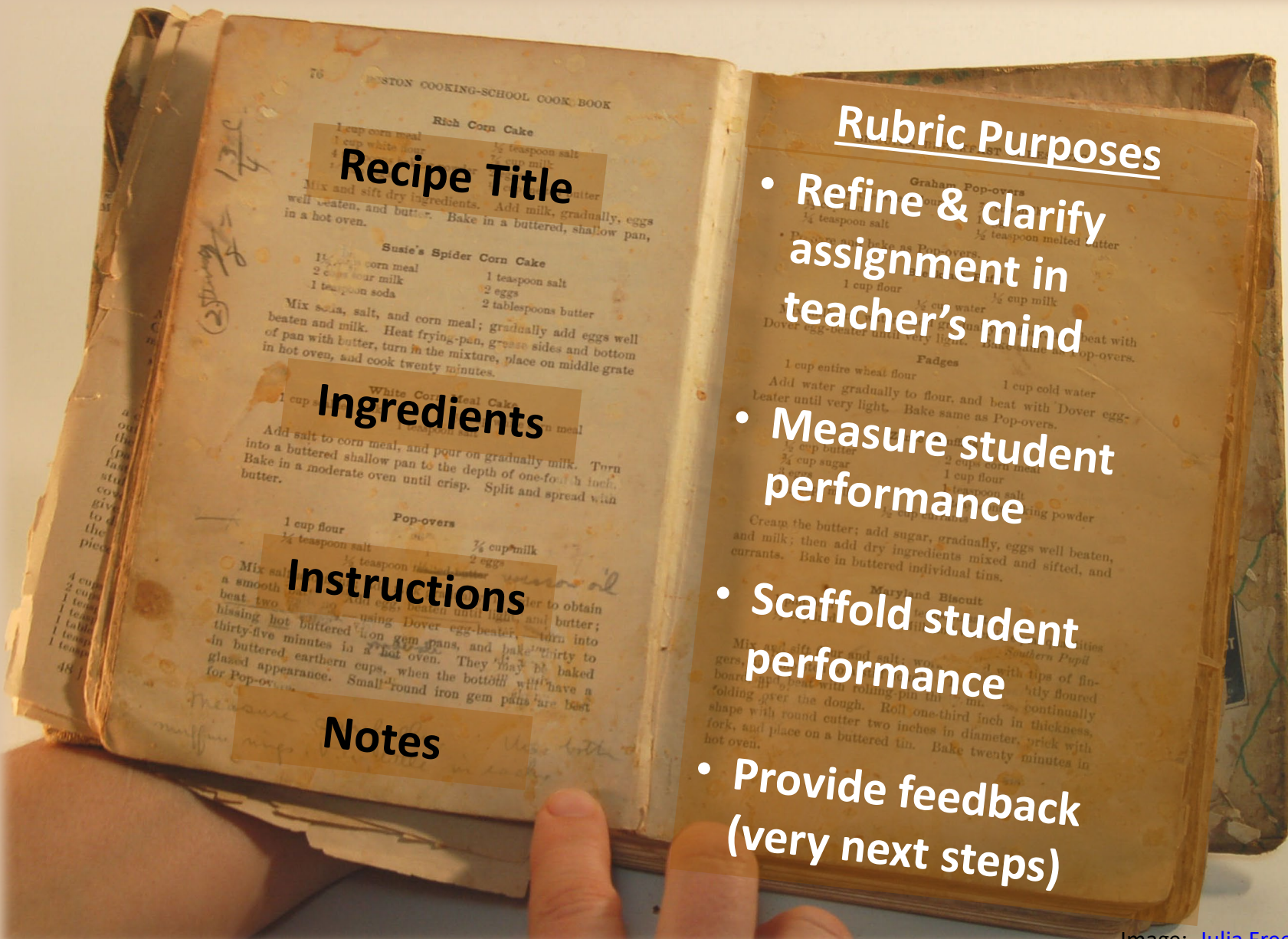


Mitchell & Webb: A Bigger Spoon



What are the components of effective formative feedback?

Why rubrics?



Recipe Title

Ingredients

Instructions

Notes

Rubric Purposes

- Refine & clarify assignment in teacher's mind
- Measure student performance
- Scaffold student performance
- Provide feedback (very next steps)



Just as all cakes share
certain characteristics,
all good rubrics follow
certain conventions

Key Features of Rubrics



Clarification: Checklist v. Rubric



Cozinha da Marina — por

Ingredientes —

A checklist identifies key aspects of performance

Modo de Preparo —

A rubric shows students how to shift performance to the next level

This is a CHECKLIST

Tell your partner why

Cuentos locos con fotos

Instrucciones:

Creen un cuento loco que relaciona las cinco fotos que hay en su sobre. Su cuento debe incluir estos elementos: la descripción, la narración, y el diálogo. Debe durar por lo menos dos minutos.

Nombres: _____

La presentación duró por lo menos 2 minutos: _

Todos los miembros del grupo participaron:

Sí Algunos No

La presentación incluyó . . .

5 fotos locas Sí Algunas No

La descripción Sí Un poco No

La narración Sí Un poco No

El diálogo Sí Un poco No

No había

distracciones: Sí Algunas No

Comentarios:



This is a
RUBRIC

Tell your
partner
why

Visit this link to see the image:

[https://nli2010beijing.wikispaces.com/
file/view/rubri.gif/172223389/rubri.gif](https://nli2010beijing.wikispaces.com/file/view/rubri.gif/172223389/rubri.gif)



Is this a checklist or a rubric?

Image: Cherice Montgomery

Cuentos locos con fotos

Instrucciones:

- 1) Escriban un cuento loco.
- 2) El cuento debe relacionar las cinco fotos que hay en su sobre.
- 3) Su cuento debe incluir
 - la descripción
 - la narración
 - el diálogo
- 4) Debe durar por lo menos dos minutos.

Nombres: 1) _____
 2) _____
 3) _____
 4) _____

La presentación duró por lo menos 2 minutos: 2 min. 1.5 min. 1 min. 30 seg.

Todos los miembros del grupo participaron: Todos 3 2 1

La presentación incluyó . . .

5 fotos locas 5 4 3 2 1

La descripción:

- 4 – Muchos detalles para cada foto
- 3 - Una oración descriptiva para cada foto
- 2 - Dos o tres oraciones descriptivas en el cuento
- 1 – Algunos adjetivos para cada foto

La narración:

- 4 – Mucha narración para cada foto
- 3 - Una oración narrativa para cada foto
- 2 - Dos o tres oraciones narrativas en el cuento
- 1 – Algunas palabras para cada foto

El diálogo:

- 4 – Mucho diálogo para cada foto
- 3 - Una línea para cada foto
- 2 - Dos o tres líneas en el cuento
- 1 – Una palabra para cada foto

No había distracciones: Sí Algunas No

Comentarios: _____



**What are the ingredients
of a successful rubric?**

Components of a Rubric

1

Students' Name: _____

Date: _____

Rubric Title

Rubric Title

2

Rubric Description and Instructions

Edit Me

3

Score (No Score)

Max Score: 100

Min Score: 50

4: Performance Levels →

Exemplary

33 Points (× →)

Proficient

27 Points (← × →)

Developing

22 Points (← × →)

Emerging

17 Points (← ×)

Criteria/Topic

5

(× ↓)

Edit Me

Edit Me

Edit Me

Edit Me

Criteria/Topic

(↑ × ↓)

Edit Me

Edit Me

Edit Me

Edit Me

Criteria/Topic

Edit Me

Edit Me

Edit Me

Edit Me

Comments: 6

Evaluated by: _____ 7

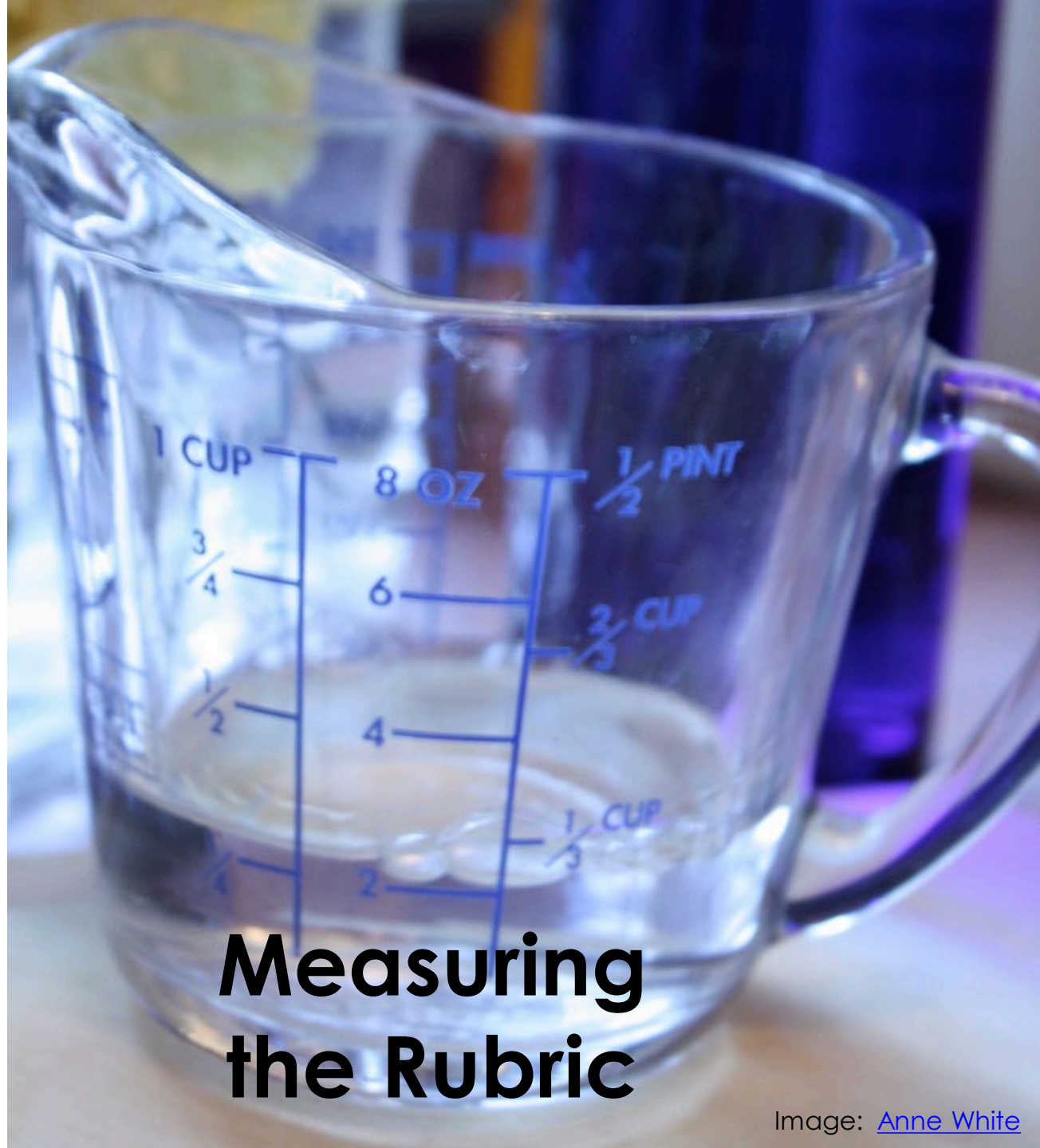


Ideally, the rubric will be:

Simple → Facilitates **comprehension** and **compliance**

Support Progression → Facilitates **competence**

Scaffolded → Facilitates **successful completion**



**Measuring
the Rubric**



Principles of Rubric
Construction

Even # Categories

Targeted Focus Areas

Typical Breakdowns

**Feedback on how to move
to next step**

**Precise, student-friendly,
parallel descriptors**

Use an Even Number of Levels of Performance

Visit this link to see the image:

<http://1.bp.blogspot.com/-1PczkeBATiM/UCGcQq3u86I/AAAAAAAAAR8/rvHA47jVAcY/s1600/hamburger.jpg>



Visit this link to see the image:

<http://theopendoorclassroom.blogspot.com/2012/10/hamburger-writing-rubric-freebie.html>

A round chocolate cake is shown in a silver metal pan, which is placed on a yellow cardboard base. The cake has a dark, moist, and slightly cracked top surface. The entire setup is on a light-colored, textured surface, possibly a metal table. The text "Focus on language..." is overlaid in the center of the cake's top surface.

Focus on language...



...not fluff!



**Targeted Focus
Areas**

**Text Type
(Words, Sentences,
Paragraphs)**

**Communicative Functions
(Description, Narration,
Generalization,
Hypotheses)**

**Variety &
Complexity**

**Just because
it's an
"ingredient"
doesn't mean it
should go in
your cake or on
your rubric!**



Pronunciation

**Ideas &
Content**

**Word
Choice**

**Where does
performance usually
break down?**

Fluency

Visit this link to see the image:

<http://www.joyofkosher.com/recipes/chocolate-fallen-souffle-cake/>

**Cultural
Conventions**

Circumlocution

Image: [Tamar Genger](#)



Feedback to Move Learners to the Very Next Step

Presentation Rating Form

(Commercial or How-to Speech)

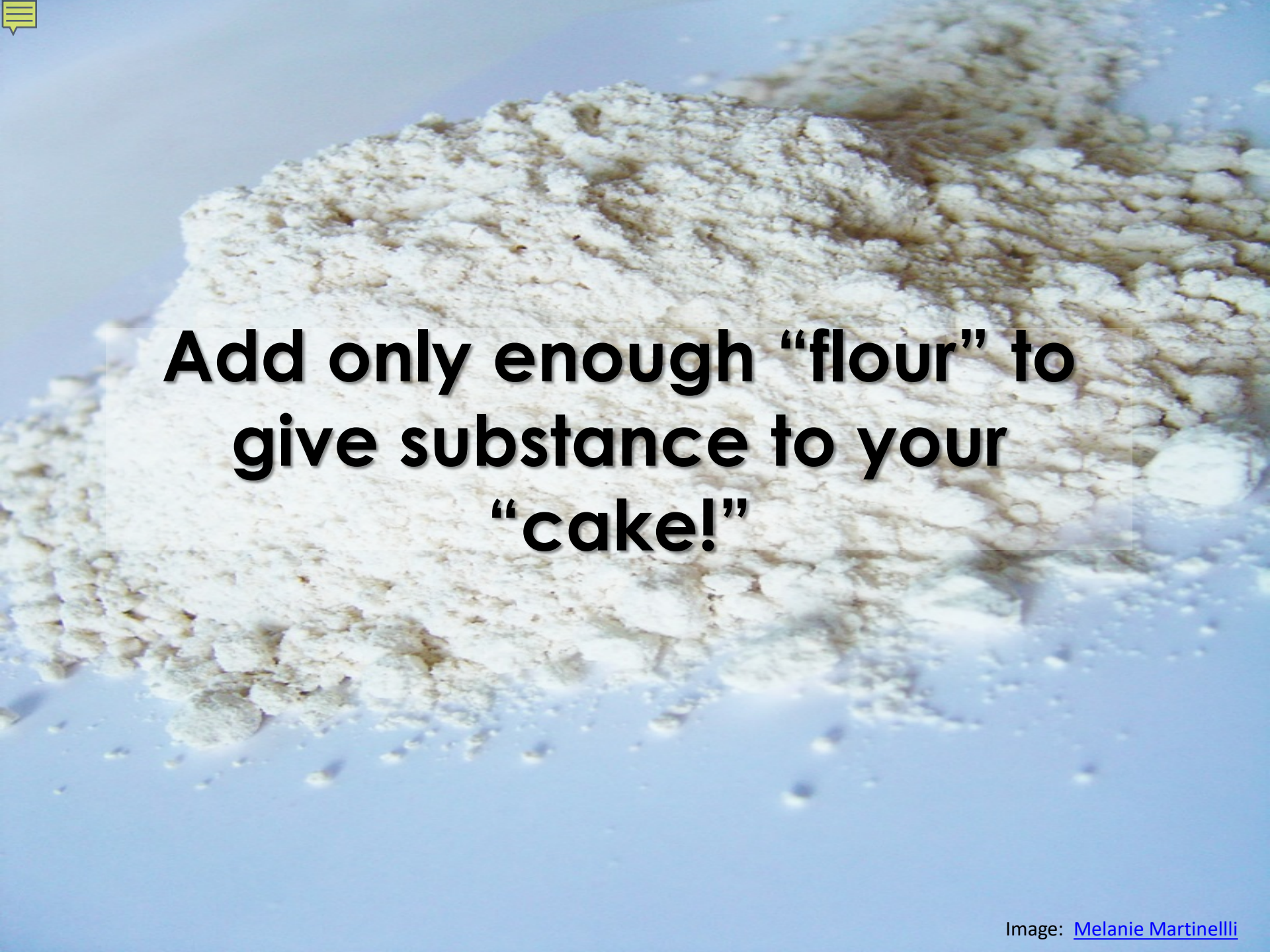
	1	2	3	4	Positive Comments	Suggestions for Improvement
Format/Quality	Low-budget	This will definitely be at the <i>Palace</i> in just a few weeks!	A box-office smash—this group will be raking in the dough!	Have you bought your outfit for the awards ceremony yet?		
Content (10 subjunctive statements)	You need to develop a backbone!	Your dog may mind you, but I doubt that anyone else does!	You're a little bossy, don'tcha think?	It is obvious that you rule!		
Accuracy	So many errors—so little time to count 'em!	Evidently, your proofreader takes a few too many breaks during the day!	Could be better, but could also be a LOT worse!	Can you say, "Geniuses?!" ☺		
Demonstration of Understanding	This makes NO sense. Do you ever come to class?	I kind of get it, but this group still sleeps in class a little too often.	This basically makes sense—but while this group obviously works hard, it still plays pretty hard too. Step it up!	Everything is crystal clear —this group has got it goin' on!		
Creativity	Too bad we can't change the channel because this is HO, HUM, BORING!	I think I've seen this before and once was definitely enough!	That's the way, (uh huh, uh huh), I like it!	Can I see it again? This rocks!		

What works about this rubric?

What doesn't?



**Flour isn't what
makes the
cake taste
good!**



**Add only enough “flour” to
give substance to your
“cake!”**

Speaking Rubric - Teacher Outline

Type of Conversation	1 – Memorized or Scripted	2 – Guided	3 – Responsively Adapted	4 – Spontaneously Improvised
Pronunciation	Incomprehensible	Americanized	Minor English sounds	Authentic
Fluency	No flow—one word at a time with long pauses in between	Strings of broken speech, occasional awkward silences	Minor hesitations	Fluid
Circumlocution & Vocabulary	Primarily English, confuses or misuses target language words	Frequent lapses into English, heavy reliance on word-for-word translation	Avoids English, but may resort to English sentence patterns or idioms	<u>Circumlocutes</u> with ease using a wide range of appropriate vocabulary
Content	Even basic elements missing	Only main ideas, no details	Some supporting details	Many descriptive details, connects ideas with conjunctions & transitions
Accuracy & Comprehensibility	Errors make meaning incomprehensible	Errors create occasional confusion in meaning	Errors distract, but do not interfere with meaning	No noticeable errors
Comprehension	Has trouble understanding even the main idea	Understands main idea, but misses many important details	Understands main ideas and important details	Understands even minor details
Strategic Competence	Cannot stray from original topic, manage interruptions, or interject, and seldom asks questions	Difficulty straying from original topic, flustered by interruptions, trouble interjecting or questioning	Strays from original topic to <u>related</u> ones, handles interruptions, seldom interjects, can ask ?s	Follows conversation <u>wherever</u> it leads, recovers easily from interruptions, interjects comments & ?s



Begin with a Minimum Standard





Backpack Assessment by Jessica Haxhi

Draw four things in your Randoseru



なまえ _____

Ask your partner questions to find out what they have in their Randoseru.
Draw your PARTNER'S randoseru.



When you are finished drawing, share your pictures to see if you got it right!

Scoring Rubric

4	3	2	1
<p>You ask or answer questions in complete sentences, using “__ ga aru?”</p> <p>You say “Moichido” or “wakaranai” to ask partner to repeat.</p> <p>Even a Japanese person would understand you!</p> <p>You don't use any English, ever.</p>	<p>You ask or answer questions in Japanese, but may forget to say “__ ga aru” sometimes.</p> <p>Your partner understands you.</p> <p>You don't use any English, ever.</p>	<p>You often ask or answer questions by just saying one word in Japanese.</p> <p>You do not understand some of the questions or answers.</p> <p>You may have used some English.</p>	<p>You only use single words to ask the questions.</p> <p>You forgot the words for the items in Japanese a lot.</p> <p>Your partner might not always understand you.</p> <p>You were fooling around, not doing the activity.</p>

Combine ideas to make your rubrics more effective!



How good is it?

Is it simple?

Does it support progression?

Is it scaffolded?

Performance
Criteria

Scaffolding

Sample Rubric for Expressing and Justifying Opinions			
4	3	2	1
Clearly states an opinion, provides multiple reasons to justify the opinion, and defends the opinion with additional explanation when challenged	States an opinion and provides at least one reason to justify the opinion	States an opinion, but only gives a reason if prompted to do so	Expresses agreement or disagreement with someone else's opinion, but cannot state their own
<i>Creo que . . . porque . . . , además . . .</i> OR <i>No creo que . . . porque . . . , no obstante . . .</i>	<i>Creo que . . . porque . . .</i> OR <i>No creo que . . . porque . . .</i>	<i>Creo que . . .</i> OR <i>No creo que . . .</i>	<i>Sí/Estoy de acuerdo.</i> OR <i>No/No estoy de acuerdo./</i> <i>No lo creo.</i>

Rubrics can be used for....



Which rubric format will be best for YOUR students?



**Which parts of this rubric
are effective?**

Visit this link to see the image:

<http://artroom104.blogspot.com/2012/11/kindeergarten-rubric-with-pictures.html?showComment=1352688641373>

**Which parts of this rubric
need revision?**

Novice Level Rubric

**Why is this rubric
more effective
than the one on
the previous slide?**

Visit this link to see the image:

[http://4.bp.blogspot.com/-
3iydaixzEC0/UiT3q69sBDI/AAAAAAAAACL8/rG_0
ShQ_mgQ/s1600/visual+art+grading+rubric.jpg](http://4.bp.blogspot.com/-3iydaixzEC0/UiT3q69sBDI/AAAAAAAAACL8/rG_0ShQ_mgQ/s1600/visual+art+grading+rubric.jpg)



Which parts of this rubric are effective?

Visit this link to see the image:

<http://pinterest.com/pin/16888567324091380/>

Which parts of this rubric need revision?



Visit this link to see the image:

<https://www.teachhttp://tcdn.teacherspayteachers.com/thumbitem/4-Star-Kindergarten-Rubric/original-322213-1.jpggerspayteachers.com/Product/4-Star-Kindergarten-Rubric-322213>

**Why is
this
rubric
more
effective
than the
one on
the
previous
slide?**



**Which parts of
this rubric are
effective?**

Visit this link to see the image:

<http://www.pinterest.com/pin/63754150946162776/>

**Which parts of
this rubric need
revision?**

Rubric Development

Amy Leonard's Customizable Assessment Tools

- 1) What is useful about these tools?
- 2) What needs to be changed?
- 3) How might you use other web 2.0 tools in conjunction with these tools?



Conversation Circle

Created by
Amy Leonard

Conversation Circle

Name _____

Period _____ Date _____

Today's Topic _____

My Speaking Goal for Today:

Today I want to speak _____ times.
Speaking Tallies:

Did you meet your goal?
____ Yes! ____ Not yet

My Questions for the Conversation:

My Self-Assessment:

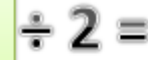
Today during the conversation I...

- | | |
|--|--|
| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |
| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |
| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |
| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |
| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |
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| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |
| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |
| ____ Insert student generated criteria here. | ____ Insert student generated criteria here. |

My Self-Assessment Score:



My Teacher's Assessment:



My Conversation Score:

Created by Amy Leonard, 2013 Language Coaching



Progressive Quiz

Created by
Amy Leonard

Nombre _____ Período _____ Fecha _____

Progressive Quiz

Unit - Lesson

Demonstrate your ability to handle basic Spanish conversation by completing the following tasks:

Learning Target	4 POINTS	2 POINTS	1-0 POINTS
1. I can ask for someone's age.	I can perform this task with ease.	I can get my point across.	I need to work on this.
2. I can state where I am from.	I can perform this task with ease.	I can get my point across.	I need to work on this.
3. I can introduce myself to others.	I can perform this task with ease.	I can get my point across.	I need to work on this.
4. I can greet someone <u>formally</u> such as a teacher.	I can perform this task with ease.	I can get my point across.	I need to work on this.
5. I can state my own age.	I can perform this task with ease.	I can get my point across.	I need to work on this.
6. I can ask for someone's name.	I can perform this task with ease.	I can get my point across.	I need to work on this.
7. I can respond appropriately to this question: <u>¿Cómo estás tú?</u>	I can perform this task with ease.	I can get my point across.	I need to work on this.
8. I can respond <u>appropriately and politely</u> after meeting someone.	I can perform this task with ease.	I can get my point across.	I need to work on this.

32 POINTS = 100%

30 POINTS = 94%

28 POINTS = 88%

26 POINTS = 82 %

24 POINTS = 75%

22 POINTS = 70%

20 POINTS = 63%

18 POINTS = 56%

16 POINTS = 50%

14 POINTS = 44%

12 POINTS = 38%

10 POINTS = 32%

TOTAL POINTS:

RubriQUICK Writing

Created by
Amy Leonard

RubriQUICK - WRITING

0	<ul style="list-style-type: none"> No comprehensive response given (The reader can't tell what is being said). No response given.
1	<p>You can...</p> <ul style="list-style-type: none"> Write with occasional Spanish words and phrases <u>with English support</u>. Write simple ideas that can occasionally be understood by your audience.
2	<p>You can...</p> <ul style="list-style-type: none"> Write for the situation with Spanish words and familiar phrases. Can sometimes be understood by your audience.
3	<p>You can...</p> <ul style="list-style-type: none"> Write using simple sentences and lists. Write about the topic, but minimally for the situation. Can respond to questions appropriately when asked. Can mostly be understood by your audience.
4	<p>You can...</p> <ul style="list-style-type: none"> Include some transitions and flavoring expressions. Write appropriately and sufficiently for the situation. Write using strings of sentences. Can be understood by your audience without trouble. Elaborate on some ideas.
5	<p>You can...</p> <ul style="list-style-type: none"> Can be easily understood by your audience Write appropriately for the situation Include transitions and connections of ideas Elaborate on most to all ideas.

MINOR FOCUS: How well you use the language

0	-1	-2	-3	-4	-5
You make little to no errors in grammar, word choice or word order.	Your errors in grammar, word choice and word order do not prevent your communication.	Your errors in grammar, word choice and word order rarely prevent communication.	Your errors in grammar, word choice and word order sometimes prevent communication.	Your errors in grammar, word choice and word order frequently prevent communication.	Your errors in grammar, word choice and word order completely prevent communication.

Participation Rubric

- 1) Go to the website.
- 2) Click the appropriate boxes.
- 3) It will compute the score for you.

*Class Participation Rubric
Checkpoint A & B (by Bill Heller)*

Dimensions	4	3	2	1
<i>Preparation for Class</i>	<input type="radio"/> You bring all materials to class. Your materials are well organized. You are ready to work when the bell rings.	<input type="radio"/> You usually bring all materials to class. You are ready to work when the bell rings.	<input type="radio"/> You frequently "forget" to bring required materials to class. (And/Or) You are often not ready to begin when the bell rings.	<input type="radio"/> You frequently have to ask to borrow materials. You are rarely ready to begin when the bell rings. You "forget" to remove <i>chick</i> .
<i>Frequency of Participation</i>	<input type="radio"/> Your hand is always raised and you attempt longer, more difficult responses.	<input type="radio"/> Your hand is often raised to participate during class activities.	<input type="radio"/> Your hand is seldom raised to participate in class; you only try the "easy ones."	<input type="radio"/> You do not volunteer to contribute to the class.
<i>Independence</i>	<input type="radio"/> You are always on task during pair and group activities the entire time.	<input type="radio"/> You complete most group and pair activities in allotted time.	<input type="radio"/> You sometimes need to be reminded to stay on task during group or pair activities OR you carelessly rush through activities.	<input type="radio"/> You give minimum effort during pair and group activities and are often off task.
<i>Quality of Participation</i>	<input type="radio"/> You are willing to answer open-ended questions in class discussion. You elaborate on answers beyond a single sentence. You try to communicate more complex ideas and attempt creativity or humor.	<input type="radio"/> You consistently respond in single complete Spanish sentences. You are willing to elaborate when prompted. You try to communicate your own ideas in Spanish.	<input type="radio"/> You usually respond with single words or memorized phrases OR you respond so infrequently that it's difficult to judge your abilities.	<input type="radio"/> Your responses are often incomprehensible or inappropriate to the situation. OR You refuse to answer questions by shrugging or saying, "No sé," OR you respond to Spanish with English.
<i>Listening</i>	<input type="radio"/> You actively listen when the teacher and fellow students speak in Spanish. You are consistently able to follow complex directions and respond to comprehension questions after listening to tapes, CDs, video or teacher lectures in Spanish.	<input type="radio"/> You actively listen when the teacher speaks in Spanish. You can accurately follow most directions and attempt to respond to questions after listening to tapes, CDs, video or teacher lectures in Spanish.	<input type="radio"/> You sometimes listen when the teacher speaks. You sometimes are able to follow directions given in Spanish, but often have to check to see what other students are doing. You are only to grasp main ideas after listening to tapes, CDs, video or teacher lectures in Spanish.	<input type="radio"/> You "tune out" when the teacher begins speaking in Spanish. You rely on other students to tell you what to do in English. You are unable to respond to questions after listening to tapes, CDs, video, or teacher lectures given in Spanish.
<i>Use of Spanish in Class</i>	<input type="radio"/> You stay in Spanish the entire class period. You initiate conversations in Spanish. You respond in Spanish with the teacher and classmates.	<input type="radio"/> You always use Spanish to respond to the teacher and use Spanish with classmates during structured activities. You make all routine requests in Spanish.	<input type="radio"/> You only use Spanish in structured class, group and pair activities. You initiate most other conversations or make responses and requests in English.	<input type="radio"/> You almost exclusively use English when talking with the teacher and classmates. You speak as little Spanish as possible during class, pair and group activities.
<i>Accuracy</i>	<input type="radio"/> You consistently use correct tense, word choice, subject-verb and noun-adjective agreement. You frequently self-correct.	<input type="radio"/> You attempt to use correct tense, word choice, subject-verb and noun-adjective agreement. You pay attention to feedback and correction.	<input type="radio"/> You make frequent errors of tense, word choice, subject-verb and noun-adjective agreement. You often ignore feedback and correction.	<input type="radio"/> Your errors in tense, word choice, grammar or pronunciation would make what you say incomprehensible to a native speaker.
Score	Grade = <input type="text"/>	Rounded = <input type="text"/>	Incomplete!	

Clear

<http://web.cortland.edu/flteach/BillHeller-Participation-Rubric-AB-calc.html>

Cultural Relevance Rubric

	3	2	1
Characters	The character(s) in the text are very much like me and my family. The character(s) would fit in well.	The character(s) in the text have some similarities to me and my family; but there are also many differences.	The character(s) in the text are not at all like me and my family. The character(s) would not fit in well at all.
Experiences	I have had experiences exactly like the one(s) described in this story. The events matched my experiences well.	I have had some experiences like the one(s) described in this story; but I have had different experiences as well.	I have not had experiences like the one(s) described in this story. The events are unlike my own experiences.
Place (Setting)	I have lived in or visited places just like those in the story. The setting was familiar to me.	I have lived in or visited places that were similar in some ways to those in the stories; but there were definitely differences.	I have never lived in or visited places just like those in the story. The events took place in a location that was not familiar to me.
Time (Setting)	The events in the text could take place this year. They happen in the present.	Some of the events in the text could take place this year, but others either took place in the past or future.	The events in the text could not take place this year. They either take place at some point in the past or the future.
Main Character's Age	The main character(s) in the text are very close to me in age.	Some of the main characters in the text are very close to me in age while others are not.	The main character(s) in the text are not very close in age to me.
Main Character's Gender	The main characters in the text are the same gender as I am.	Some of the main characters in the text are the same gender as I am.	The main characters in the text are not the same gender as I am.
Languages	The characters in the text communicate like me and my family. They talk, read, and write like us.	Some of the characters in the text communicate like me and my family. Others do not talk, read, and write like us.	The characters in the text do not communicate like me and my family. They do not talk, read, or write like us.
Frequency	I read, view, or listen to texts just like this one very often.	I sometimes read, view, or listen to texts just like this one.	I never read, view, or listen to texts just like this one.

Source: http://www.readwritethink.org/files/resources/lesson_images/lesson1003/CR-Rubric.pdf

Your Turn To Create a Rubric

	Performance Level 4	Performance Level 3	Performance Level 2	Performance Level 1
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Scaffolding				



UTAH DUAL LANGUAGE IMMERSION

Providing a world of opportunities for students.

Utah Dual Language Immersion Proficiency Targets

FRENCH, PORTUGUESE & SPANISH

<i>Grade</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

LEVEL \ MODE	INTERPERSONAL COMMUNICATION	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING	INTERPRETIVE LISTENING	INTERPRETIVE READING
NOVICE LOW	●	●	I can <u>copy</u> some familiar words, characters, or phrases. Can Do Statement (PDF)	●	I can <u>recognize</u> a few letters or characters. I can <u>identify</u> a few memorized words and phrases when I read. Can Do Statement (PDF)
NOVICE MID	●	●	I can write lists and memorized <u>phrases</u> on familiar topics. Can Do Statement (PDF)	●	I can recognize some letters or characters. I can <u>understand some learned</u> or memorized words and phrases when I read. Can Do Statement (PDF)
NOVICE HIGH	●	●	I can write <u>short messages</u> and notes on familiar topics related to everyday life. Can Do Statement (PDF)	●	I can <u>understand familiar</u> words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. Can Do Statement (PDF)
INTERMEDIATE LOW	●	●	I can write briefly about most <u>familiar topics</u> and <u>present information</u> using a series of simple sentences. Can Do Statement (PDF)	●	I can <u>understand the main idea</u> of short and simple texts when the topic is <u>familiar</u> . Can Do Statement (PDF)
INTERMEDIATE MID	●	●	I can write on a wide <u>variety</u> of familiar topics using connected sentences. Can Do Statement (PDF)	●	I can <u>understand the main idea</u> of texts related to <u>everyday life and personal</u> interests or studies. Can Do Statement (PDF)
INTERMEDIATE HIGH	●	●	I can write on topics related to school, work, and community in a <u>generally organized way</u> . I can write <u>some simple paragraphs</u> about events and experiences in various time frames. Can Do Statement (PDF)	●	I can <u>easily understand the main idea</u> of texts related to everyday life, personal interests, and studies. I can <u>sometimes follow stories and descriptions</u> about events and experiences in various time frames. Can Do Statement (PDF)

WORLD LANGUAGES: Performance Assessment Rubric

Student Name: _____ Class Period: _____
 Assessment: _____ Date: _____



Major Focus	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
What language do I use? Vocabulary	I can use a small number of repetitive words and phrases for common objects and actions.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use language? Function & Structure	I can use some simple words to provide basic information.	I can use words, phrases and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well am I understood doing the task? Comprehensibility	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner.	I can be understood by native speakers, even those unaccustomed to a language learner.
How well do I understand? Comprehension <small>use only for Interpersonal Task</small>	I can understand some isolated words.	I can understand some simple questions and statements. I frequently need to hear things again.	I can understand simple questions and statements. Sometimes I need to hear things again.	I can understand questions and statements. Sometimes I need to hear things again.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.	I can understand the main idea and most details in conversations on familiar topics.	I can understand and link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.

Adapted from the ACTFL Proficiency Guidelines-Speaking (1999) and the ACTFL Performance Guidelines for K-12 Learners (1998) and LinguaFolio (2009).

Minor Focus

How well do I use the language? Language Control	My errors in grammar, word order, and word choice prevent communication.	My errors in grammar, word order, and word choice <u>often</u> prevent communication.	My errors in grammar, word order, and word choice <u>sometimes</u> prevent communication.	My errors in grammar, word order, and word choice <u>do not</u> prevent communication.	I don't make any errors in grammar, word order or word choice that prevent communication.
How much language did I deliver? Task Completion	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.	I completed more than I was asked to do.

Additional Feedback



WORLD LANGUAGES: Performance Assessments

Grading Guidelines

	BEGINNING LANGUAGE		DEVELOPING LANGUAGE		EXPANDING LANGUAGE	
	Level 1A	Level 1B	Level 2A	Level 2B	Level 3A	Level 3B
Novice Low	C	D	D	U	U	U
Novice Mid	B	C	C	D	D	U
Novice High	A	B	B	C	C	D
Intermediate Low		A	A	B	B	C
Intermediate Mid				A	A	B
Intermediate High						A
Advanced Low						

World Language Assessment Rubric

ASSESSMENT: _____

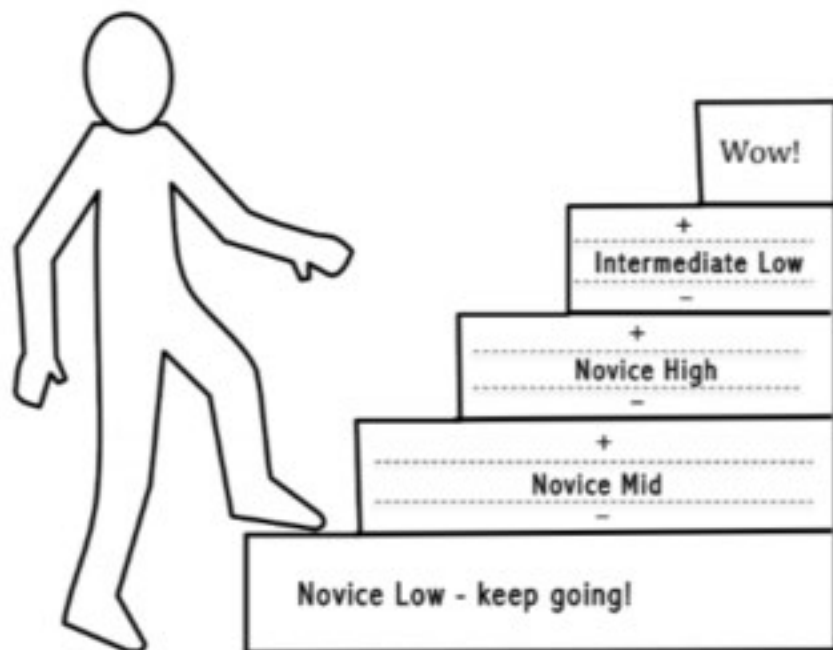
1. Message Type: What language do I use?		Novice Mid	Novice High	Intermediate Low	NA/IE*
	Structure	I can provide basic information using single words and phrases.	I can recombine parts of language into new sentences strongly influenced by my native language.	I can recombine parts of language to create and connect new statements on familiar topics. My native language may influence my structure.	
	Depth of vocabulary	I can use common, repetitive words and phrases I have memorized.	I can use common words and phrases I have practiced and I begin to show some variety.	I can show variety in my vocabulary by personalizing high-frequency expressions.	
	Context	I can usually handle everyday situations I have practiced well.	I can usually offer short responses in familiar everyday situations relevant to myself.	I can talk about myself, and sometimes others/my immediate environment, in familiar contexts.	
2. Message Depth: How do I support my communication?		Novice Mid	Novice High	Intermediate Low	NA/IE*
	Content support	I can sometimes support my responses with examples from my limited, memorized vocabulary.	I can begin to use minimal prior knowledge and some examples to support a predictable, standardized message.	I can react using some prior knowledge to logically support my message. I can sometimes elaborate on examples.	
	Communication strategies	I ask memorized questions and repeat myself, but I have a hard time communicating what I know without resorting to my first language or silence.	I can sustain communication by recycling words I hear/read. I can make and respond to simple requests for information.	I can sustain communication by beginning to use circumlocution (inconsistently), offer details, and ask appropriate questions.	
3. Message Interaction: How do we understand each other?		Novice Mid	Novice High	Intermediate Low	NA/IE*
	Comprehensibility	I can communicate accurately using language I have memorized, but when I try to create, errors in grammar, word order, word choice, and pronunciation make my message hard to understand.	When using basic language I have practiced, I can usually avoid errors that interfere with communication. I clarify myself by using gestures and repeating.	I don't usually show significant patterns of error that interfere with communication. I sometimes successfully clarify myself by rephrasing and self-correcting.	
	Comprehension	I can understand some simple questions and statements I have practiced, but I frequently need to hear things again.	I can understand simple questions and statements I have practiced. Sometimes I ask for repetition.	I can understand familiar questions and statements. When I don't understand, I begin to ask for clarification.	
4. Cultural awareness: How do I show what I know about other cultures?		Novice	Intermediate		NA/IE*
		I may use culturally appropriate, memorized language in situations I have practiced a lot. I can show I'm aware of some obvious cultural differences, but I usually use my own culture to understand the target culture. Evidence: (expression, gesture, product mentioned, writing conventions)	I can use culturally appropriate vocabulary, gestures, and expressions in familiar situations. In familiar situations, I can increasingly change the way I behave and communicate to show I know the culture is different. Evidence: (expression, gesture, product/practice, writing conventions)		

*NA/IE = Not Applicable or Insufficient Evidence in performance sample

For educational purposes only. For more information, resources, and credits see Musicuentos.com/handouts.

Proficiency Goals

On this performance, I am expected to show language with evidence of _____ proficiency.



How did my performance on this assessment relate to the expected proficiency?

	C RANGE	B RANGE	A RANGE
I need to practice and try again (date: _____)	approaching expectations	meeting expectations	exceeding expectations

Teacher feedback:

My Language Tasks

What I need to show in this assessment:	Evidence of skill strength:		
	strong evidence	weak evidence	no evidence
I can _____			
I can _____			
I can _____			
I can _____			

Teacher feedback on content goals:

My reflection on my performance:
(What do I think went right or wrong? What do I want to do differently?)

What Changes?

Number & Variety of Topics

More Formal Contexts

More Abstract Expression

Detail, Complexity, & Organization of Sentences


Variety & Precision of Vocabulary

Sophistication of Strategies

Adapted from ACTFL

Summary of Oral Proficiency Guidelines – Speaking 2012

	Novice	Intermediate	Advanced	Superior	Distinguished
Topics (Increase in Variety)	Highly predictable, everyday topics	Familiar topics related to daily life	Autobiographical topics Community, national, international topics	Variety Personal interests Special fields of competence Social and political issues	Global issues
Texts/Contexts (Increase in depth and breadth)	Highly predictable, everyday topics that affect them directly	Familiar topics related to daily life	Concrete	Concrete and abstract perspectives Formal and informal	Highly abstract concepts
Tasks (Become more sophisticated and interactive)	Communicate short messages	Create with language to express personal meaning Ask simple questions	Communicate information (via narration & description)	Explain complex matters in detail Provide structured arguments Express & support opinions Construct & develop hypotheses	Advocate alternative points of view Use persuasive and hypothetical discourse for representational purposes
Talk (More precise)	Isolated words and phrases	Sentence Level (Present Tense)	Paragraph Level (Past, Present, Future)	Extended Discourse	Highly sophisticated, culturally appropriate, succinct
Tools (More socially appropriate)	Encountered, memorized, recalled	Recombine learned material	Participate in conversations	Participate in conversations effectively	Culturally appropriate Allusive Adapt to audiences via speech, register

 Shifting Proficiency	Novice	Intermediate	Advanced
<p>SCAFFOLD Production of TEXT TYPES</p> <p>Nouns = life preservers Verbs = motor</p>	<p>Conjunctions</p> <p>Word Walls (VERBS)</p> <p>Password Phrases</p> <p>Sentence Stems & Formulas</p> <p>Rejoinders</p>	<p>Time Markers & Ordinal Numbers</p> <p>Transitional Words & Phrases</p> <p>Sentence Frames</p>	<p>Paragraph Frames (Text Structures)</p> <p>Academic Vocabulary</p> <p>Past, Present, Future Tenses</p> <p>Idiomatic Expressions</p>
<p>PRACTICE Language FUNCTIONS</p>	<ul style="list-style-type: none"> • Asking & answering questions • Making sentences using formulas, recombination, substitution 	<ul style="list-style-type: none"> • Describing, paraphrasing, circumlocuting • Sequencing events & telling stories (past) • Adding details • Comparing 	<ul style="list-style-type: none"> • Stating & supporting an opinion • Justifying & defending an opinion • Hypothesizing • Synonyms/Antonyms • Complex high freq. structures
<p>EXPAND CONTEXTS</p> <p>Topic Scope (& Variety):</p> <p>Level of Familiarity:</p> <p>Complexity/Abstraction:</p> <p>Level of Creation:</p>	<p>Self</p> <p>Personal, Familiar, & Informal</p> <p>Simple & Concrete</p> <p>Memorize & Recombine</p>	<p>Local or National Current Events</p> <p>Circumlocute, Elaborate, & Organize</p>	<p>Global or Social Issues & Personal Expertise</p> <p>Impersonal, Unfamiliar, Formal</p> <p>Complex & Abstract</p> <p>Justify & Defend</p> <p>Cherice Montgomery, Ph.D.</p>

1

Students' Name: _____

Date: _____

Rubric Title

Rubric Title **2**

Rubric Description and Instructions

Edit Me **3**

Score (No Score)

Max Score: 100

Min Score: 50

4: Performance Levels →

Emerging

33 Points (× →)

Developing

27 Points (← × →)

Proficient

22 Points (← × →)

Exemplary

17 Points (← ×)

Criteria/Topic **5**

(× ↓)

Edit Me

Edit Me

Edit Me

Edit Me

Criteria/Topic

(↑ × ↓)

Edit Me

Edit Me

Edit Me

Edit Me

Criteria/Topic

Edit Me

Edit Me

Edit Me

Edit Me

Comments: **6**

Evaluated by: _____ **7**



Don't worry about the lumps!

Writing rubrics is an iterative process, the more you “beat” each ingredient in, the smoother the batter will become.



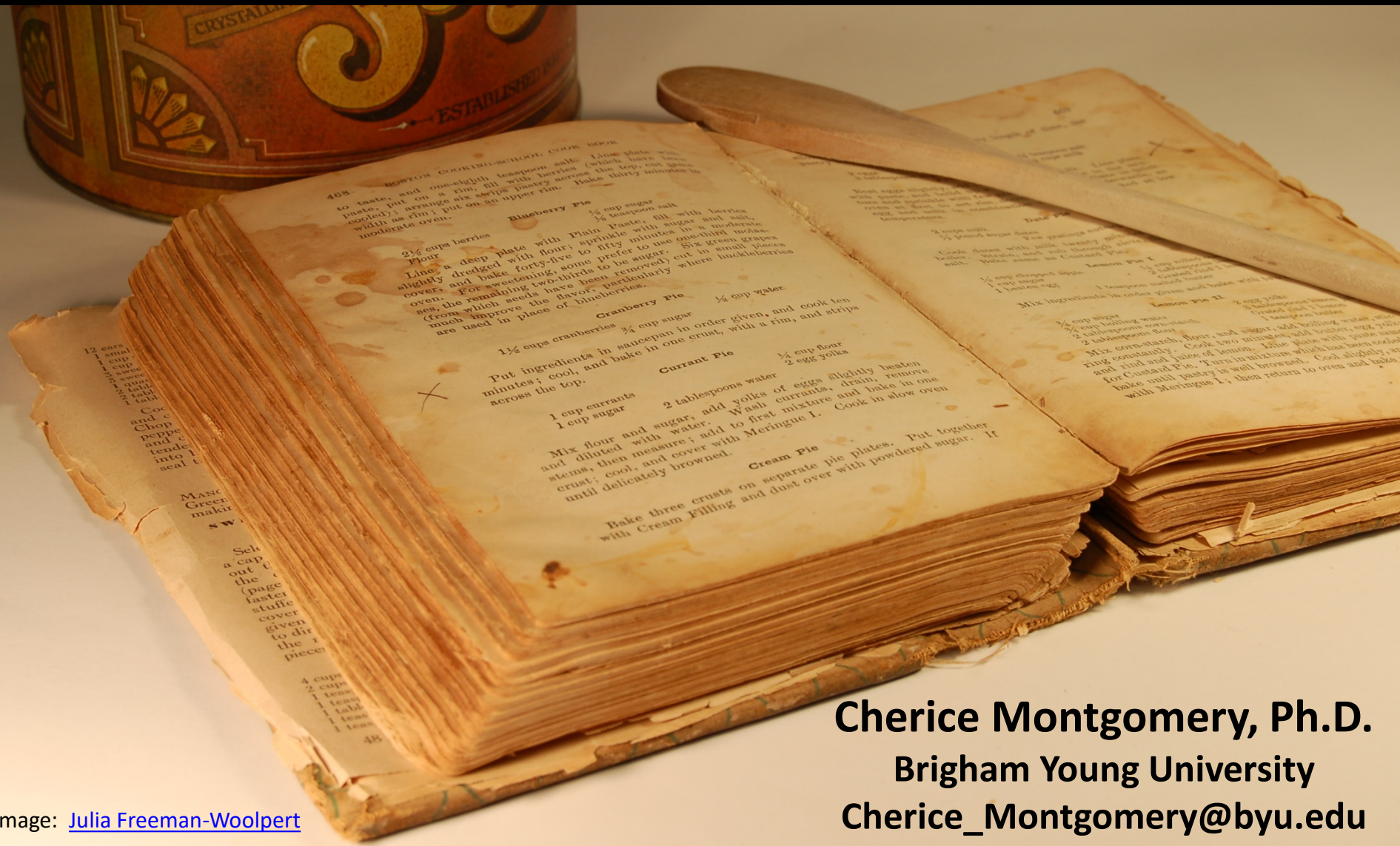
Clear Instructions
Scaffolding
Rubric

The learning
is in the
layers!

Questions?



Rubrics: A Recipe for Fantastic Feedback



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