

# Sample Assessment Rubrics



# Introduction

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The following sample assessment rubrics can be modified by the teacher to match the unit activities of LOTE Checkpoint C. The sample rubrics define expectations for speaking and writing.

Assessment rubrics should accomplish three goals:

- ¥ inform the students of standards and expectations
- ¥ inform the students about levels of achievement
- ¥ inform the students about specific areas in need of improvement.

Since the LOTE Checkpoint C level does not have formal standardized assessments, it is important that the teacher create some form of evaluation so that students are informed about their progress. Teachers are encouraged to modify the enclosed rubrics or create their own, so that grades are not the only form of student assessment.

Checkpoint C classroom teachers may prefer to distribute assessment rubrics at the beginning of a unit, so that students are aware of expectations and understand how their work will be evaluated.

The following rubrics, guidelines, and checklist are used in conjunction with the New York State LOTE assessments:

- ¥ Informal Speaking Rubric
- ¥ Guidelines for Speaking
- ¥ Checkpoint C Writing Rubric
- ¥ Word Count Guidelines
- ¥ Writing Checklist.

# Speaking Rubric

This rubric uses four 5-point scales (20 total points). Select some or all of the topics for assessment purposes. For example, vocabulary may be deleted or combined with another category.

<u>Pronunciation</u>	<u>Fluency</u>
<p>5 Phonetically correct Almost error-free Awareness of accent Genuine effort to sound like native speaker</p> <p>4 Comprehensible, generally correct Occasional error</p> <p>3 Frequent errors that confuse listener and require guessing at meaning</p> <p>2 Many errors that interfere with comprehensibility</p> <p>1 Most utterances contain errors Many utterances are incomprehensible Little communication</p> <p>0 No attempt</p>	<p>5 Smooth flow Quick, continuous flow Natural pauses</p> <p>4 Occasional hesitation, searching for words Speaker can self-correct and respond to cues</p> <p>3 Halting, hesitating Visibly translating before responding Can rephrase and respond</p> <p>2 Frequent hesitations, searches for words Overly translates questions before response Repeats question word before response Eventually responds</p> <p>1 Constant searching for vocabulary, verb tense Does not complete utterances</p> <p>0 No attempt May repeat cue</p>
<u>Syntax</u>	<u>Vocabulary</u>
<p>5 No grammatical errors Speaker self-corrects without hesitation</p> <p>4 Two or fewer syntax errors Minor errors that do not impede communication</p> <p>3 Frequent errors Self-corrects on some</p> <p>2 Many errors (agreement, verb forms) Errors in basic structures Errors impede communication</p> <p>1 Most structures incorrect Constant use of infinitive; no conjugation Listener understands only because of past experience</p> <p>0 No attempt or repeats cue</p>	<p>5 Very good; wide range Uses appropriate and new words and expressions Interesting response</p> <p>4 Good, appropriate vocabulary Generally good response</p> <p>3 Vocabulary is just adequate to respond No attempt to vary expressions Basic</p> <p>2 Inadequate vocabulary or incorrect use of lexical items Communication difficult</p> <p>1 Does not complete responses Responses one or two words in length Vocabulary repeated</p> <p>0 No attempt Totally irrelevant answer</p>

# Informal Speaking Rubric

Dimension	The student: 4	3	2	1
Initiation	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
Response	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
Conversational Strategies	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> <li>¥ circumlocution</li> <li>¥ survival strategies</li> <li>¥ intonation</li> <li>¥ self-correction</li> <li>¥ verbal cues</li> </ul>	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
Vocabulary	<ul style="list-style-type: none"> <li>¥ Incorporates a variety of old and new vocabulary.</li> <li>¥ Uses idiomatic expressions appropriate to topic.</li> <li>¥ Speaks clearly and imitates accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>¥ Utilizes a variety of old and limited new vocabulary.</li> <li>¥ Attempts to use idiomatic expressions appropriate to topic.</li> <li>¥ Speaks clearly and attempts accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>¥ Relies on basic vocabulary.</li> <li>¥ Speech is comprehensible in spite of mispronunciations.</li> </ul>	¥ Uses limited vocabulary.

# Guidelines for Speaking

Each utterance receives

2 Points (Checkpoint C) if it is...	1 Point (Checkpoint B/C) if it is...	0 Points if it is...
<p>Comprehensible</p> <p style="text-align: center;">AND</p> <p>Appropriate</p> <p style="text-align: center;">AND</p> <p>Contains a preponderance of the following Checkpoint C attributes:</p> <ul style="list-style-type: none"> <li>• Initiates and/or sustains and/or advances the conversation</li> <li>• Uses common verb tense forms (including, past, present, future)</li> <li>• Uses accurate structure</li> <li>• Is articulated comprehensibly</li> <li>• Uses a variety of vocabulary that may expand or clarify meaning</li> <li>• Is extended (may contain more than one short, discrete utterance)</li> <li>• Uses culturally correct gestures, social conventions, and/or idiomatic expressions.</li> </ul>	<p>Comprehensible</p> <p style="text-align: center;">AND</p> <p>Appropriate</p> <p style="text-align: center;">BUT</p> <p>Is a single, short, discrete utterance consisting exclusively of Checkpoint B vocabulary/structures</p> <p style="text-align: center;">OR</p> <p>Contains little or no evidence of Checkpoint C attributes (see Checkpoint C)</p>	<p>Incomprehensible</p> <p style="text-align: center;">AND/OR</p> <p>Inappropriate</p>
		<p>Disregard if it is a...</p> <ul style="list-style-type: none"> <li>• Yes/No response</li> <li>• Socializing device</li> <li>• Restatement of all or essential parts of what the teacher said</li> <li>• Proper noun(s) in isolation</li> </ul>

In order to be scored, a student utterance at Checkpoint C must be:

- ☞ Comprehensible: Utterance makes sense to native speakers who know no English, but who are accustomed to speaking with non-native speakers;
- AND
- ☞ Appropriate: Utterance contributes to the completion of the task.

In order to receive TWO POINTS, a student utterance:

Contains a preponderance of the following attributes AND IS NOT a single, short, discrete utterance:

- ☞ Initiates and/or sustains and/or advances the conversation, but may contain repetition, hesitation, or circumlocution.
- ☞ Uses common verb tense forms (including past, present, future), but may contain minor errors in formation and selection.
- ☞ Uses accurate structure in simple constructions, but may contain errors in more complex ones.
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# Spontaneous Conversation Rubric

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**Comprehension:** The ability to understand what is said to the speaker.

- 2 Shows ability to understand the target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.
- 1 Can understand the target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.
- 0 Does not seem to understand the target language.

**Pronunciation:** Pronouncing words in such a way that native speaker would understand what is being said.

- 2 Can be understood in the target language, but may make few or minor errors. Makes an effort to sound "native," i.e., uses target language speech patterns, intonation, and phrasing.
- 1 Can be understood in target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.
- 0 Makes major errors and/or uses English pronunciation rules to speak in the target language, or doesn't/can't respond.

**Vocabulary:** Words and expressions used in the target language.

- 2 Uses excellent vocabulary with relative ease. Demonstrates an increasing knowledge of words and expressions.
- 1 Uses vocabulary that is just adequate to respond. No attempt is made to use a variety of expressions. Generally understood, but limited to the very basic.
- 0 Makes no attempt, or response is totally irrelevant or inappropriate.

**Fluency:** Easy, smooth flow of speech, within a reasonable amount of time (15 - 20 seconds).

- 2 Has a generally smooth flow, with self-correction and little hesitation.
- 1 Speaks slowly, using hesitant or halting speech.
- 0 Makes no attempt or shows constant hesitation.

**Grammar:** Word order and sentence structures in the target language.

- 2 Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication.
- 1 Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication.
- 0 Makes many grammatical errors that negatively affect communication, or doesn't/can't respond.







# General Writing Rubric

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This rubric uses four 5-point scales (20 total points). Select some or all of the topics for

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# Word Count Guidelines

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**Definition:** A word is a letter or collection of letters, surrounded by space, which in the target language is comprehensible, and contributes to the development of the task. This definition holds even when words are grammatically incorrect.

Example: *le* (French) = 2 words; *de el* (Spanish) = 2 words

✖ Names of people do not count.

✖ Place names and brand names from the target culture count as words; all other places (K-Mart) and brand names (Coke, Pepsi) are disregarded.

✖ Contractions are one word.

✖ Salutations and closings in notes written in the target language are counted. (There is no penalty if students do not use salutations or closings.)

✖ Commonly used abbreviations in target language are counted.

French	German	Italian	Spanish
<p> <i>le St. Louis</i> = 3 words  <i>La Tour Eiffel</i> = 3 words  <i>La Eiffel Tower</i> = 2 words  <i>Paris</i> = 1 word  <i>L'Hôpital</i> = 1 word  <i>Jacques</i> = 0 words  <i>des États-Unis</i> = 2 words  <i>les Galeries Lafayette</i> = 3 words  <i>J'ai</i> = 1 word (verb contractions = 1 word)                 </p>	<p> <i>Josef</i> = 0 words  <i>Auf Wiedersehen</i> = 2 words  <i>Wie geht's</i> = 2 words  <i>Deutschland</i> = 1 word  <i>München</i> = 1 word  <i>Marktplatz</i> = 1 word  <i>Fanta</i> = 1 word  <i>Sprite</i> = 0 words                 </p>	<p> <i>Giuseppe</i> = 0 words  <i>Il Colosseo</i> = 2 words  <i>Venezia</i> = 1 word  <i>nell'aula</i> = 1 word  <i>la Coca-cola</i> = 1 word  <i>fare lo shopping</i> </p>	

