Designing Rubrics that Measure Proficiency and Student Growth



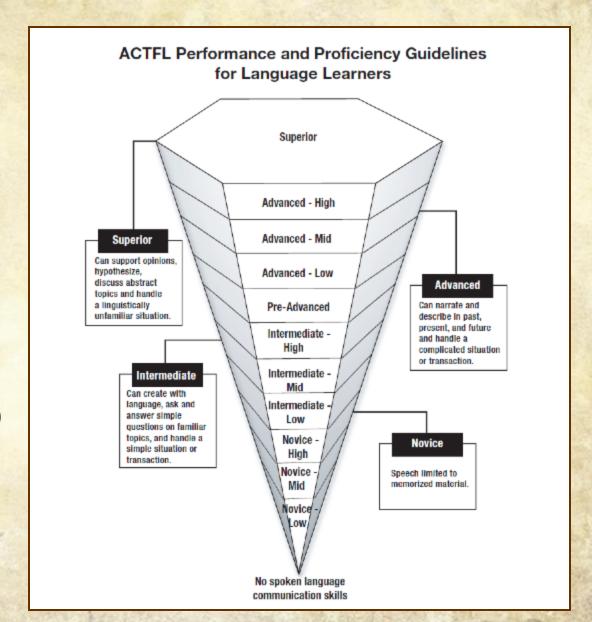
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The Goals for this session are...



3. I have 1. I know 2. I can use 4. I will be able to ADD where my targeted strategies to students are CAN-DO expand my **Risk-Taking** and what students' **Statements** and use of the Personalization they need to to design be able do to units, lessons to rubrics used target get to the for and language. next level. assessments. assessment. Student Elaboration Targeted Risk-Taking Proficiency CAN-DO ... and Level? Personalization Text-Type

1. I know where my students are and what they need to be able do to get to the next level.



Discuss with your partner . . . What/Who is the rubric for?





- PERA How will I measure student growth?
- Seal of Biliteracy Intermediate High
- Determine pathways and benchmarks
- Consider*
 - Global Tasks or Language Functions "What can students do?"
 - Context and Content "In what settings can students interact?" -- "On how many topics or themes can students interact?" "What vocabulary have students acquired?"
 - Text-type "How much language do students use?" "What is the quantity and organization of the discourse?
 - Accuracy "How well is the student understood?" "What are the patterns of strengths and weaknesses?" Most importantly "What is expected at this student's level?"

Discuss with your partner . . . Where are your students at the end of each year of study?

Novice Low - 1 Novice Mid - 2

Novice High - 3

Intermediate Low - 4

Intermediate Mid - 5

Intermediate High - 6

Advanced Low

Advanced Mid

Advanced High

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	6.6%	23.8%	36.7%	3.1%	0.0%
Year 2	5.3%	21.9%	49.3%	5.0%	0.2%
Year 3	2.0%	10.6%	50.7%	11.6%	0.3%
Year 4	0.9%	3.9%	32.9%	24.4%	3.7%



^{*} Illinois Seal of Biliteracy - Intermediate High

Discuss with your partner . . . Where are your students at the end of each year of study?

Novice Low - 1 Novice Mid - 2

Novice High - 3

Intermediate Low - 4

Intermediate Mid - 5

Intermediate High - 6

Advanced Low

Advanced Mid

Advanced High

Writing	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	7.1%	17.2%	49.5%	3.9%	0.1%
Year 2	4.0%	15.2%	59.4%	9.7%	0.6%
Year 3	1.9%	6.0%	52.8%	27.2%	2.5%
Year 4	0.7%	3.2%	36.5%	42.6%	13.2%



^{*} Illinois Seal of Biliteracy - Intermediate High

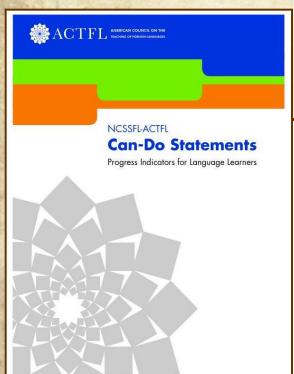
Why measure student proficiency? What about Standards-Based Grading?





Will you need to measure STUDENT GROWTH?

NCSSFL-ACTFL Can-Do Statements for Language Learners



Interpersonal Communication

NCSSFL-ACTFL Can-Do Statements

NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

- I can ask and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.

I can exchange information using texts, graphs,

I can ask about and identify familiar things in a picture

I can ask for and give simple directions.

- I can ask for directions to a place.
- I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- I can tell someone where something is located, such as next to, across from, or in the middle of.
- I can

I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.

Oral Proficiency Interview Descriptors

Proficiency Level*	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.		Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
Advanced	Advanced Narrate and describe in major time frames and deal effectively with an unanticipated complication. Some informal settings and a limited number of transactional situations. Predictable, familiar topics related to daily activities.		Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations. Predictable, familiar topics related to daily activities.	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings. Most common aspects of daily life.	May be difficult to understand, even for speakers accustomed to dealing with non-natve speakers.	Individual words and phrases



Begin with:

Clobal Tasks and
Language
Functions that
Engage Students.



Global Tasks and Language Functions



Novice

- Minimal autobiographical information
- Formulaic, rote phrases
- Lists
- Highly practiced, memorized
- Informal settings
- Most common aspects of daily life
- Difficult to understand

Intermediate

- Create with language (mix and match acquired language)
- Ask and answer simple questions
- Narrate and describe (present)
- Predictable and familiar topics (daily activities, personal life)
- Understood, with some repetition
- SURVIVAL

Advanced

- Narrate and describe in three time frames
- Handle an unanticipated complication
- Extended and more organized
- Formal and informal settings
- Topics of general interest
- Easily understood
- PARTICIPATORY

Oral Proficiency Interview Descriptors

ACTFL - Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

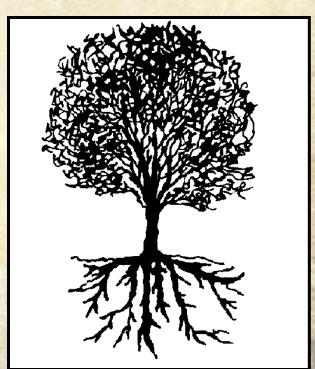
Clementi/Terrill ACTFL Keys to Planning for Learning 2013

Chantal Thompson

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My Goal: Design Rubrics to Reward Growth in these areas:

- ROOTS Content and Context
- TRUNK Language Functions
- BRANCHES Text-type
- LEAVES Accuracy

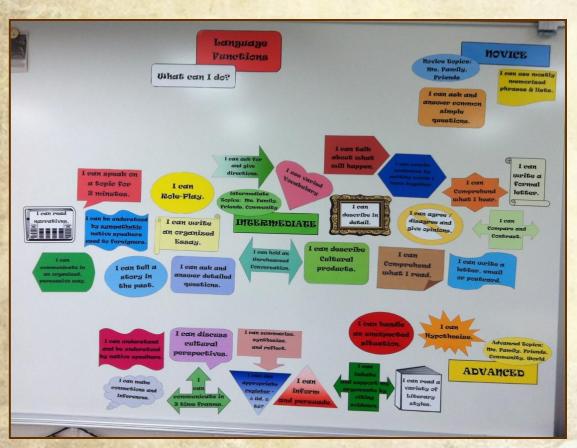


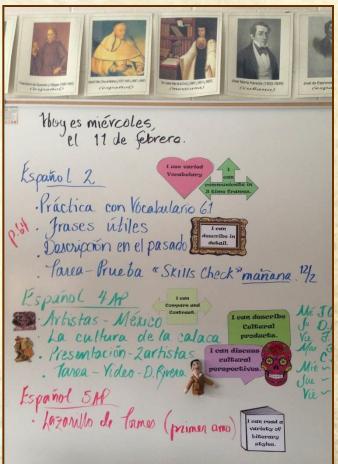
Discuss with your partner... What language functions (CAN-Dos) are most important for the level you teach?





Language Functions by Level

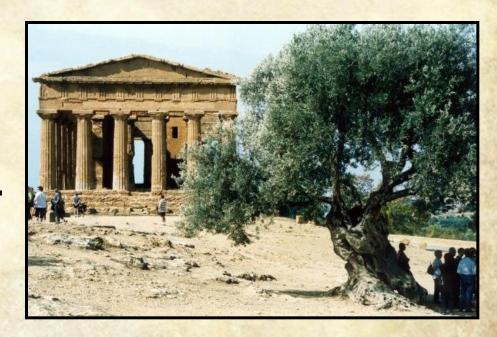




Tree Roots: Theme/Topic Content Tree Trunk: Language Function

Descriptive Narrative:

- I can describe people.
- I can describe things.
- I can describe places.



I can describe ideas, concepts, cultures (3 Ps)

Tree Branches: Text-Type

Vocabulary / Length

- I can identify characteristics. (list)
- I can write a descriptive sentence.
- I can describe in sentences with multiple parts.
 (conjunctions)
- I can describe with strings of sentences. (preparagraph)
- I can write an organized, descriptive paragraph.

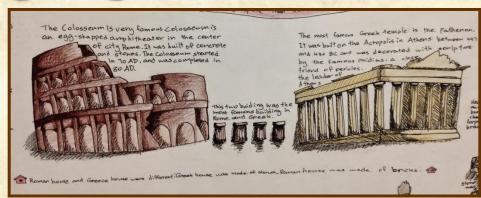
Tree Leaves: Accuracy

Accuracy - It's an "acquired taste."

- Intelligibility
- Create and survive, comprehensibility
- Handle an unexpected situation, albeit with errors



Tree Roots: Theme/Topic Content Tree Trunk: Language Function



Compare and Contrast

- I can compare and contrast people.
- I can compare and contrast things.
- I can compare and contrast places.
- I can compare and contrast cultures (3 Ps)

Tree Branches: Text-Type

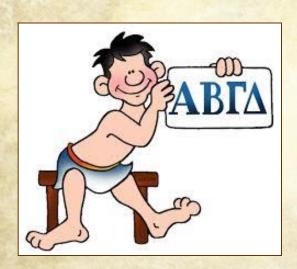
Vocabulary / Length

- I can identify characteristics. (T-chart, Venn Diagram)
- I can create a comparative sentence. (--- but ----)
- I can compare and contrast in a sentence with multiple parts. (conjunctions)
- I can compare and contrast with strings of sentences. (pre-paragraph)
- I can create an organized, comparative paragraph.

Tree Leaves: Accuracy

Student A: text length for writing

mi familia y ya Visitamas Cuzco,
Peru parque necesitamas vacación, Queremas
mirar el manu mentos y divirtirse, porcia mamña
vimos la casa de incas, tiene mucho banitas
las manumentos, Después comimos en
la restaurante y mirar sacsouhuaman.
luego tenimos sueño y aspertemos.



October / February

TENGO DOS HER MANOS EN MISTORIA. MI
MEJOR TERMANO NOMBRE ES MATIN TAMBIÉN
TIENE VENTISEIS AÑOS. MI MINOT TERMANO NOMBRE
ES MIO. TIENE DECISIS ANOS. DI MEJOR VERTNANO
MATIN VIVA CON SU NOVIA EN SU CASA, FRANCIA
EN EL METRADO PORQUE VO. COLEGIO MOY LA MANANA.
IN SEMANA, PASADO FRAÑO JÓ EN MECONICA CON
MI PADRE PORQUE TUVITNOS TRATO INDE. DESPUÉS
TENAMOS A JUGUMOS ASPORTES JUNTO, PARO MI
MINOT DECIDANA NO LE GUSTAN LOS ASPORTES, PREFERÓ
ESCUSADO LA MUSICÍA, POR REMPIO MI MEJOR DEPARA
DOILA. TAMBIÉN MONO LE QUISTA JUGOR NOIDES A
CONVEISOR CON MIS AMIGOS, PERO MIO NO LE QUISTA.
EN SU DATO LIDRE LE QUISTA IN AL CINE CON SUS

no me gusta mirar mi mimor nermana porque no le gusta mirar mi

Student B: text length

Examen de Escribir 3: Goals: I can describe places. I can tell a past story.

You and your family went on vacation to Cuzco, Perú. In an organized paragraph, describe at least 2 places that you saw and 3 things that you did (alone or with your family) while on vacation. Your goals are to: (1) demonstrate what you've learned about Perú, (2) show that you can describe with detail and (3) tell a story by describing past actions. These photos may give you inspiration for your paragraph, but you may include anything you've learned about Cuzco.



Hola: Me nombre es Javier, Mifamilia y
yo fuimos a Cucca Peru. Anduvimos a Machu
Pichua Paseamos en la capital y ver une
festival del sol, La festival fue a Templo
del Sol, una iglevia mas importante con los
con qui stadors y los astecas hos piedras
[con 12 angulos porene dore es un
numero mas historico.

October / February

Write a descriptive perograph that COMPARES and CONTRASTS two members of year / family (relatives), one make and one famele. (age; physical/personality description, jobs, likes/distiles, free time activities, responsibilities, favorites, etc.) Use varied voodulery.

UEO - 010 THENK / PLAN SPACE

Mi mame y papa no son mue similar.

Mi papa es mas alto que mi mama,
pelo mi mama es mas alto que
mucho sevoritas. Mispo papa trabaja en
torn, Esmeranto y Mi mama trabaja en
Metro South Es enfermero. Mi papa
tiere cuarenta, com años y mi
mama tiene cuarenta y les años. Mi
papa tiene los ojos abules y no tiene
mucho pelo. Mi mama tiene los ojos
veroes y es morena Mi mama y papa
esmelos questa cocinar mucho y van
al cine para ver las policulas. Mi moma
y papa, limpian la casa bos les dias. Mi papa
limpia la cocina, y mi mama limpia los buses.

Tara las Vacaciono mis padres van Douth Carolina, Mi papa pasea en las busques pero mi mamu nada en la plava Mis mores montan las bioletas y van os mercados en South Cardina, Mi Dagos le austa mucho pescado, pero mi mama no le austra Ella le avista carne o hamburguens Para el rato solo, mi papa so luego los videojuegos o juego con liegos Mi mama va la television o hable For el teletono con Moanias Mi manna y papa son active preferido es leer los 610s. Mi papa es mus como pero es serto por la escuela y trabajas. Mi mama es trabajadon form es ma muy cansada todos los días.

Student C:

En mi viace a Perú, yo mirandé y visté

mucho de cosal y lugares de importantes.

Eximeto, yo fui al iritaurant (comer com a a

con mi tamilia. Préximo, nosotros partamos

un curre, y vimos 191 carreteras de predias

y grande carrecos. Lugar, yo sali mi tamilia

ix a Macha Precha. Es una mentaña que

es hermos a y alta. Hay son macho de

personal en Macha Precha. Es popular y

de la familia de las victorios que de la familia de la mas. El dom mi familia de vames as Tempso a Es una igilia que ce bonita y historialmente, nostros regresamos a la co

Write a descriptive peragraph that COMPARES and CONTRASTS two neifamily (relatives), one hale and one female. (age, physical/personality des likes/dislikes, free time activities, responsibilities, favorites, etc.) Use va

to amendict in married in internal to the inte

the new temple, me hermans of the hermans and differentially the elempte, me hermans of the hermans that the temple of the hermans that the temple of the hermans that the temple of the part of the temple of temple of the temple of the temple of the temple of the templ

Con cus differential i mi hermana a mi quart tital similar cladit- trimtra. A FIRST LEE BRIEDO, LEDNAL COM LA DEL FRANCISCO onsada, elles villaren il panadirin i Pantra bitrera le moltila, mi neimana y mi pudic pera tiotando es muy taciles A 181 - AMBIDS IN TRISINAN CSTUDIOR IN enimally a flict of the printales of animalti temo Negio Pticarto, Anadar mas Atlastics gulling dermit reductor dias master or salla the the autmitten por dect horal tillin de itmana palado. i Que Loca! Hi herman a quiere trabajer. pera mi padre is médica y habelió en il huspital per dies artes Ellos estudian juncter & hakten muches.

titnen muches similaridades

* [LUJITHIO, not order prisado (Viviendo)

"Never discourage anyone...who continually makes progress, no matter how slow." Plato Vivir al T.O.P.E. (Carpe Diem) T – Todo en español
O – Organizado
P – Palabras variadas
E - Elaboración

Keep it simple:

- Target language (no English)
- Variety of vocabulary
- Sentences that answer multiple questions (multiple parts)
- Elaboration

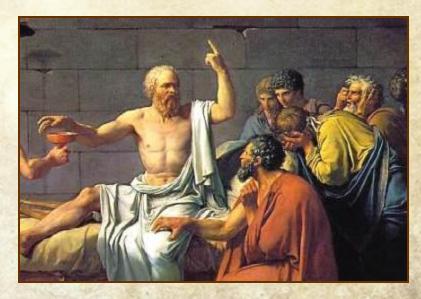
Student A: text-type for speaking



Interpersonal

- Vocabulary
- Type of sentences
- Supported arguments
- Sequential, organization
- Length

Presentational



Rubric Design

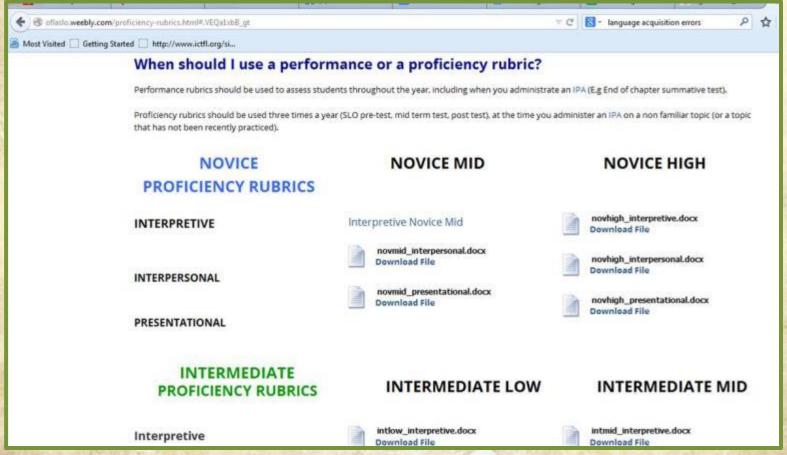
	1	2	3	4
Targeted level? (base vs. growth)				
Language functions being assessed	1			
Task completion		1		
Content / Vocabulary (Past, Present, Personalized)				37
Text-Type / Length / Organization				
Accuracy				
Reward for Risk-Taking				

Assigning grades

D	Did not complete task					
С	Completed task / targeted language function					
В	Better					
A	Accuracy / Amplified					

Rubric Models

SLOs - OFLA (Ohio) "Student Learning Objectives"



http://oflaslo.weebly.com/proficiency-rubrics.html

SLOs - OFLA (Ohio) "Student Learning Objectives"

	PRESENTATIONAL SPEAKING/WRITING	AREAS OF FOCUS	EXCEEDS EXPECTATIONS NOVICE MID 3	MEETS EXPECTATIONS NOVICE MID 2	ALMOST MEETS EXPECTATIONS NOVICE MID 1	DOES NOT MEET EXPECTATIONS
ŝ	PRESENTS PERSONALLY RELEVANT INFORMATION	What language students use		☐ Can use words, lists, and highly practiced phrases with a high degree of language accuracy		
STORY STORY		What information students present		☐ Can present basic biographical information and topics of high interest		
		Who can understand the students		☐ Can be understood by people who are accustomed to interacting with language learners, however many times with difficulty.		
		What strategies students use		□ Can use the following strategies: Presentational Speaking: - Use facial expressions and gestures - Repeat words - Occasionally resorts to first language Presentational Writing: - Can use culturally appropriate writing conventions		

http://oflaslo.weebly.com/proficiency-rubrics.html#.VD239RbB_gs

KWLA — KENTUCKY WORLD LANGUAGE World Language Proficiency Documents

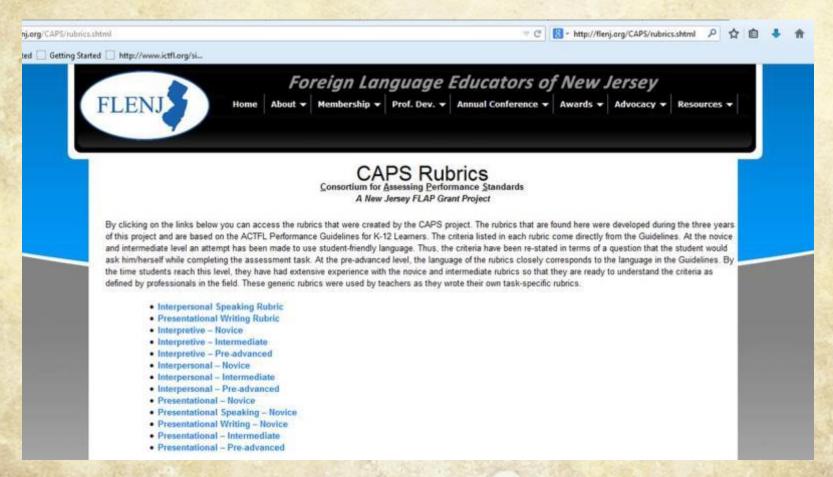
Name:					Core Performance Event	Proce	ertational Speaking () Interpretive Lister	ins III Internative Speaking
Teacher Name:				_	Oldeperoral (Dalopue)			
Linguage: 🗆 Chinese 🗅	Frenc	n O German () Japanese () Latin ()	Spanish		Self-Assessed Proficiency Level: 3 Novice Mid		remedate Low Intermedate Mid	□ Interredate High
		NOVICE MID	NOVICE HIGH	-	INTERMEDIATE LOW	II	NTERMEDIATE MID	INTERMEDIATE HIGH
Tocabulary what impage one be seminant	0	Learner uses a limited number of words and phrases for common objects or actions and to provide posic information, vocabulary is repetitive.	Learner uses familiar words and phrases on familiar taxes, topics, and activities. Learner elaborates a little	0	Learner uses a variety of words and phrases on a range of danifur topics. Learner begins to give none details. O and wishorate on a topic.	1	either uses words & expressions from i wide range of topics and begins to use estimated occasionary within a stopic, exmer gives details and elaborates on a cook.	Learner consistently uses words or expressions to communicate dates or wide range of topics and use expande vocabulary within a topic.
Test Type How does the Leather use language?	0	Learner data transplant words, fact, phrases and occasional O sentences	Learner uses phrases and shart simple sentences. If can begin to contains words and phrases to create original sentences.	0	Learner combines words and phrases to create original statements and farmulate questions mostly in the O present tense.	9 5	eoner des stimp of sentencies to describe or explain, i can cambine single sentences using connector words to () reste original sentencies.	Learner uses connected sentences to name in different time flanks o describe and explain.
Language Control How well does the Leather use language? * erors in grammar, word order, and word choice	0	Leather makes entury that interfee with communication. Accuracy may decrease when leather Orderings beyond the word level.	Learner makes errors and some errors may interfere with communication. Accuracy decreases when learner amengs to create with language.	0	Latter may make many entant but they usually do not marker with communication. Learner is first or accurate when producing language in present time. Accuracy decreases when isomer creates with language.		camer is most accordin when enducing language in present time, according decreases when learner of contract with language in time mones there than present times interies with communication.	Learner's hoof accurate with pongraphile discourse in present time. According to the discourse when creates will arranguages time frames other that present, entire filed to not interfere will communication.
Comprehension New does the Learner understand language? Resease late any	0	Lasher understands some simple guestions and statements, Learner O frequently needs to hear things again.	Learner understands some simple questions and statements. Learner sometimes meets to hear things again.	0	Learner understands questions and statements. Learner sometimes needs to hear of things upon.		Author and installed specifies and installed from 160-like situations.	Leaner understands the main idea on most details in conversations of special topics.
Content rice set don the Leather define the presentation? Precision has an	0	Leaner process internation randomly, Leaner's precession shows no stempt at organization and content is repetitive.	Learner stays musty on topic. Learner uses discrete seminous with no idlambion to organization of thoughts.	0	Learner stays on trigic Learner stees discrete seminances that reflect on unterrupt to organize troughts.	9	soner elaborales on topic Lisamer see sentences that begin to connect to one another Lasmer offers own opinion, compres, and/or suggestions.	Leaner economics on topic with strate economics. Leaner uses sertimons to represent argument of audience after influences language choice and only influences language choice and the

JCPS — Jefferson County Public Schools

Student Name: Assessment:								Nass Period: Nate:	
Major Focus	S Novioe Low	Novic Mid	ie .	,	lovioe High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
That language do I use? Vocabulary	I can use a small number repetitive words and phras for common objects and actions.	es words and phr	ases for nd actions,	phrases o topios,	amiliar words and on familiar tasks, and activities. aborate 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 topios and begin to use expanded vocabulary within a topio. I can give details and elaborate on a topio.	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 idiomatio expressions.
Aov do I uge language? Function & S tructure	I can use some simple wo to provide basic information		ntenoes to	simple sen basio I can be words and	shrases and short tenoes to provide information, qin to combine phrases to oreate al sentenoes.	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 an I understood doing the task? Comprehensibility	I can be understood only with great effort.	I can be unders difficulty by so accustomed to a learner	meone language	by someon	ty be understood ne acoustomed to uage learner.	I can be understood by someone acoustomed to a language learner.	I can easily be understood by someone acoustomed to a language learner.	I can generally be understood by someone acoustomed and those unacoustomed to a language learner	I can be understood by native speakers, even those unacoustomed to a language learner.
Apur vell do I undergland? Comprehension use only to interpersonal Task	I can understand some isolated words.	I can understar simple questic statements. I freq to hear things	ns and sently need	questions Sometime	derstand simple and statements, es I need to hear ngs 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 disoussions. I can participate actively in most informal and a few formal conversations.
Iinor Focus	S		•			Adopted from the ACTYL Profesero		al Feedbacl	
Aov well do I uge the language? Language Control	word order, and word	ly errors in grammar, ord order, and word shoice <u>often</u> prevent communication.	My em gramma order, ar ohoice <u>so</u> prev commun	er, word nd word metimes vent	My errors in grammar, wor order, and wo ohoice <u>do no</u> prevent communication	d errors in grammar, word order or word ohoice that prevent			
How much language did I deliver?		completed some of	l complet		I completed everything I was asked to	more than I was			

https://resourcesfromgreg.wikispaces.com/file/.../JCPS+Rubric+Color.pdf

CAPS - FLENJ (New Jersey) "Consortium for Assessing Performance Standards" Rubrics"



http://flenj.org/CAPS/rubrics.shtml

PLANO, TX —Student-friendly Leveled Rubrics

LEVEL 1 & 2 SPEAKING RUBRIC

ver. 4.0 " Score "Zero" for samples not achieving the Oops category		Not yet (1.5 - 2)	Good, But (2.5 - 3)	WOW (3.5 - 4)
	a – performance <u>attempts</u> to complete task; does not meet performance expectation	a - performance completes <u>some</u> <u>aspects</u> of the task; may/may not meet performance expectation	a – performance <u>completes most aspects</u> of the task; meets performance expectation	 a - performance <u>completes all aspects</u> of the task; meets performance expectation b - Many details & elaborates on almost
	b – <u>little,</u> attempt at detail, <u>no</u> elaboration	b - <u>Some</u> details <u>little</u> elaboration	b - <u>Many</u> details <u>some</u> elaboration	all items
How well are you	a – speaks with <u>painfully long</u> <u>pauses</u> &/or with pronunciation which i <u>mpedes</u> ability to be understood by sympathetic listener	a – speaks with <u>noticeable</u> pauses &/or with pronunciation that <u>detrocts</u> from message; requires <u>effort</u> to be understood by sympathetic listener	pronunciation is <u>acceptable</u> for level; easily understood by sympathetic listener	natural &/or pronunciation is acceptable for level; easily understood by sympathetic listener
	that causes <u>consistent</u> incomprehensibility	b – has <u>some</u> L1 interference that causes <u>considerable</u> incomprehensibility	 b - has <u>a few</u> instances of L1 interference that cause <u>minor</u> incomprehensibility 	interference that have <u>no influence</u> on comprehensibility
	a - uses <u>basic or non-relevant</u> vocabulary <u>without significant use</u> of the <u>current</u> group	a – uses <u>repetitive</u> vocabulary from the <u>current</u> group	a - uses a <u>variety</u> of vocabulary from the <u>current</u> group	a - uses a <u>variety</u> of vocabulary from more than 1 vocabulary group (past/current/self-selected)
Vocabulary?	b – uses lists of words or formulaic phrases only; 0 to 1 flavoring, sequencing, &/or transition words appropriate to task	b – uses formulaic phrases & some simple sentences with little flavoring, sequencing, &/or transition words appropriate to task	 b - uses <u>formulaic phrases</u> & simple sentences with some personalization; a <u>few</u> flavoring, sequencing &/or transition words appropriate to task 	b – uses <u>formulaic phrases &</u> <u>personalized sentences; some</u> flavoring, sequencing, &/or transition words appropriate to task
How <u>Accurate</u> is	a - shows <u>little control</u> of target structures with no consistency	a - shows <u>some control</u> of target structures with little consistency	a - shows <u>appropriate control</u> of target structures with some consistency	a - shows <u>appropriate control</u> of target structures with <u>no pattern of errors</u> throughout
your language?	b - <u>many</u> errors make message incomprehensible, even for a sympathetic listener	b – <u>frequent</u> errors affect comprehension by sympathetic listener	b - <u>occasional</u> errors <u>do not</u> affect comprehension by sympathetic listener	b - <u>few</u> errors <u>do not a</u> ffect comprehension by sympathetic listener

* Novice Level (Not Yet & Good, But...) control: most accurate when context is very familiar; often relies on memorized phrases & tends to use them as lexical items without awareness of grammatical structure; primarily reactive speakers to basic questions in predicable contexts; accuracy decreases when recombining &/or personalizing formulaic phrases; pronunciation, intonation, & emphasis reflect primarily L1; tends to resort to silence, L1, or repetition when asked to respond outside of previously taught contexts.

Intermediate Level (Wow) control: will attempt to use tense appropriate to task; accuracy declines when expressing personal meaning &/or when attempting complex structures which differ from L1; can handle a complication within familiar contexts by asking questions and reformulating responses; pronunciation, intonation, & emphasis continue to be influenced by L1 but to a decreasing extent; tends to fall back to Novice characteristics in unfamiliar contexts or when complexity of task increases.

Plano ISD 2011-2012

TSD — Thompson S.D., CO - Leveled Rubrics by Mode

	TSD WL In	terpersonal Speaking Levels 1 – 2	Targeted Range Novice-Mid		
	Exceeds Expectations Novice-High: 8, 7	Meets Expectations Novice-Mid: 6, 5	Approaches Expectations Novice-Low: 4, 3	Below Expectations Novice-Low: 2, 1	Total
Task How well do I complete the task?	I complete the task by using a variety of learned statements and questions. I respond fully and appropriately to all or almost all parts of the prompt. My ideas are supported with examples and elaboration.	I complete the task by using some simple learned statements/questions. I respond adequately to most parts of the prompt. My ideas are supported with some examples.	I complete the task by using memorized words and high frequency phrases. I respond inadequately to some parts of the prompt. My ideas are supported with few examples.	I complete the task by using only a few very basic memorized words. I respond inadequately to most parts of the prompt. My ideas are not supported with examples.	
Comprehensibility How well do others understand me?	I can be easily understood. The message is clear.	I can be understood. The message is mostly clear.	I can be somewhat understood. The message is partially clear. The message is partially clear.	I can be understood only with great effort. The message is not clear.	
Comprehension How well do I understand others?	I can understand a variety of simple questions and answers. I sometimes need repetition.	I can understand some simple questions and answers. I often need repetition.	I can understand memorized words and some high frequency phrases. I often need repetition.	I can only understand a few basic memorized words. I always need repetition.	
Vocabulary Use How extensive and applicable is my vocabulary?	I consistently use extensive vocabulary to complete the task.	I use adequate vocabulary to complete the task.	I use limited and/or repetitive vocabulary.	I use extremely limited and/or repetitive vocabulary. My native language interferes.	
Language Control How accurate is my language?	 I correctly use grammatical structures appropriate to the task most of the time. Errors do not interfere. 	I use grammatical structures appropriate to the task some of the time. Errors occasionally interfere.	I rarely use grammatical structures appropriate to the task. Errors frequently interfere.	I do not use grammatical structures appropriate to the task. Errors usually interfere.	
Fluency/Communication Strategies How well do I keep the conversation going?	I keep the conversation going with a few pauses. I often ask for clarification.	I keep the conversation going with some pauses. I sometimes ask for clarification.	I have some difficulty keeping the conversation going. I have frequent pauses.	I do not keep the conversation going. I have many long pauses.	

	TSD WL Interpersonal Speaking Level 3 Targeted Range Novice-High							
	Exceeds Expectations Intermediate-Low: 8, 7	Meets Expectations Novice-High: 6, 5	Approaches Expectations Novice-Mid: 4, 3	Below Expectations Novice-Low: 2, 1	total			
Task How well do I complete the task?	I complete the task by creating a variety of statements and questions. I respond fully and appropriately to all or aimost all parts of the prompt. My ideas are supported with examples and elaboration.	I complete the task by using learned statements and questions. I respond adequately to most parts of the prompt. My ideas are supported with some examples.	I complete the task by using some simple learned statements and questions. I respond inadequately to some parts of the prompt. My ideas are supported with few examples.	I complete the task by using memorized words and high frequency phrases. I respond indequately to most parts of the prompt. My ideas are not supported with examples.				
Comprehensibility How well do others understand me?	I can be easily understood. The message is clear.	I can be understood. The message is mostly clear.	I can be somewhat understood. The message is partially clear.	I can be understood only with great effort. The message is not clear.				
Comprehension How well do I understand others?	I can easily understand a variety of sentences and questions. I rarely need repetition.	I can understand a variety of simple questions and answers. I sometimes need repetition.	I can understand some simple questions and answers. I often need repetition.	I can understand memorized words and some high frequency phrases. I often need repetition.				
Vocabulary Use How extensive and applicable is my vocabulary?	I consistently use extensive vocabulary to complete the task.	I use adequate vocabulary to complete the task.	I use limited and/or repetitive vocabulary.	I use extremely limited and/or repetitive vocabulary. My native language interferes.				
Language Control How accurate is my language?	I correctly use grammatical structures appropriate to the task most of the time. I demonstrate emerging use of verb tenses and some advanced grammatical structures. Errors do not interfere.	I use grammatical structures appropriate to the task most of the time. Emors rarely interfere.	I use grammatical structures appropriate to the task some of the time. Errors occasionally interfere.	I rarely use grammatical structures appropriate to the task. Errors frequently interfere.				
Fluency/Communication Strategies How well do I keep the conversation going?	I keep the conversation going with very few pauses. I ask for clarification in a variety of ways.	I keep the conversation going with a few pauses. I sometimes ask for clarification.	I keep the conversation going with some pauses. I often ask for clarification.	I have some difficulty keeping the conversation going. I have frequent pauses.				

http://tsdwlstandards.wikispaces.com/TSD+new+district+rubrics

Creating your Rubric

	Strong Performance 9 10	Meets Expectations 8	Approaching Expectations 7
Did I complete the task? (Language Functions)			
What content did I use? Vocabulary? Elaboration?			
How did I say it? Length, support, organization			
Level of accuracy? Risk? (Conceptual - Partial)			
How are knowledge and understanding of the target culture represented?			
Checklist of non-r	negotiables	Comments:	

Presentational Task (Writing or Speaking)

CSCTFL 2015 - Linda L Egnatz



G Escribamos

Your Spanish teacher has asked you enter a writing contest sponsored by a Spanish travel magazine titled, "Visite la mejor ciudad en España." You decide to write about the year that you and your family lived in Segovia, Spain.

Describe the city and what you can do there, but also what you did there when you were younger. Include description of Segovia's history, but also about your activities (habitual and/or one-time) that made your year there a special one to remember. See rubric below. (25 pts)

WRITING SCORING RUBRIC	5	4 3	2	1
Paragraph is comprehensible, describes activities, describes Segovia				
Paragraph is organized, includes transitions				
Paragraph has a variety of vocabulary, multiple topics				
Paragraph has elaboration, sentences with multiple-parts, transitions, organizations				
Level of accuracy (below level - at level - above level)				
Ex.Cr. Paragraph shows risk: creativity, variety of structures				
Comment:		SCORE: /2		25

The Goals for this session are...



1. I know where my students are and what they need to be able do to get to the next level.	2. I can use targeted CAN-DO Statements to design units, lessons and assessments.	3. I have strategies to expand my students' use of the target language.	4. I will be able to ADD Risk-Taking and Personalization to rubrics used for assessment.
Targeted Proficiency Level?	Student CAN-DO	Elaboration and Text-Type	Risk-Taking Personalization

Designing Rubrics that Measure Proficiency and Student Growth



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