

APPENDIX III RUBRICS

Oral Rubric A • Presentational Communication

Use the following criteria to evaluate oral assignments in which only one student is speaking.

	Content	Comprehensibility	Accuracy	Fluency
4	Complete	Comprehensible	Accurate	Fluent
	Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Listener understands all of what the speaker is trying to communicate.	Speaker uses language correctly, including grammar and word order.	Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
3	Generally complete	Usually comprehensible	Usually accurate	Moderately fluent
	Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	Listener understands most of what the speaker is trying to communicate.	Speaker usually uses language correctly, including grammar and word order.	Speaker has few problems with hesitation, pronunciation, and intonation.
2	Somewhat complete	Sometimes comprehensible	Sometimes accurate	Somewhat fluent
	Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Listener understands less than half of what the speaker is trying to communicate.	Speaker sometimes uses language correctly.	Speaker has some problems with hesitation, pronunciation, and intonation.
1	Incomplete	Seldom comprehensible	Seldom accurate	Not fluent
	Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Listener understands little of what the speaker is trying to communicate.	Speaker seldom uses language correctly.	Speaker hesitates frequently and struggles with pronunciation and intonation.

Oral Rubric B • Interpersonal Communication

Use the following criteria to evaluate oral assignments in which two or more students are speaking.

	Content	Comprehension	Comprehensibility	Accuracy	Fluency
4	Complete	Total comprehension	Comprehensible	Accurate	Fluent
	Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands all of what is said to him or her.	Listener understands all of what the speaker is trying to communicate.	Speaker uses language correctly, including grammar and word order.	Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
3	Generally complete	General comprehension	Usually comprehensible	Usually accurate	Moderately fluent
	Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands most of what is said to him or her.	Listener understands most of what the speaker is trying to communicate.	Speaker usually uses language correctly, including grammar and word order.	Speaker has few problems with hesitation, pronunciation, and intonation.
2	Somewhat complete	Moderate comprehension	Sometimes comprehensible	Sometimes accurate	Somewhat fluent
	Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Speaker understands some of what is said to him or her.	Listener understands less than half of what the speaker is trying to communicate.	Speaker sometimes uses language correctly.	Speaker has some problems with hesitation, pronunciation, and intonation.
1	Incomplete	Little comprehension	Seldom comprehensible	Seldom accurate	Not fluent
	Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Speaker understands little of what is said to him or her.	Listener understands little of what the speaker is trying to communicate.	Speaker seldom uses language correctly.	Speaker hesitates frequently and struggles with pronunciation and intonation.

Writing Rubric A

Use the following criteria to evaluate written assignments.

	4	3	2	1
Content	Complete	Generally complete	Somewhat complete	Incomplete
	Writer uses the appropriate functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none of the appropriate functions and vocabulary for the topic.
Comprehensibility	Comprehensible	Usually comprehensible	Sometimes comprehensible	Seldom comprehensible
	Reader can understand all of what the writer is trying to communicate.	Reader can understand most of what the writer is trying to communicate.	Reader can understand less than half of what the writer is trying to communicate.	Reader can understand little of what the writer is trying to communicate.
Accuracy	Accurate	Usually accurate	Sometimes accurate	Seldom accurate
	Writer uses grammar, spelling, word order, and punctuation correctly.	Writer usually uses grammar, spelling, word order and punctuation correctly.	Writer has some problems with language usage.	Writer makes a significant number of errors in language usage.
Organization	Well-organized	Generally well-organized	Somewhat organized	Poorly organized
	Presentation is logical and effective.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
Effort	Excellent effort	Good effort	Moderate effort	Minimal effort
	Writer exceeds the requirements of the assignment and has put care and effort into the process.	Writer fulfills all of the requirements of the assignment.	Writer fulfills some of the requirements of the assignment.	Writer fulfills few of the requirements of the assignment.
Peer				

Editing Rubric

Chapter _____

I. Content: Look for the following elements in your partner's composition. Put a check next to each category when you finish it.

- | | |
|---------------------------------------|--|
| 1. _____ Vocabulary | Does the composition use enough new vocabulary from the chapter? Underline all the new vocabulary words you find from this chapter. What additional words do you suggest that your partner try to use? |
| 2. _____ Organization | Is the composition organized and easy to follow?
Can you find an introduction and a conclusion? |
| 3. _____ Comprehensibility | Is the composition clear and easy to understand? Is there a specific part that was hard to understand? Did you understand the author's meaning?
Draw a box around any sections that were particularly hard to understand. |
| 4. _____ Target Functions and Grammar | Ask your teacher what functions and grammar you should focus on for this chapter and list them below.
Focus: |

II. Proofreader's checklist: Circle any errors you find in your partner's composition, so that your partner can correct his or her errors. See the chart for some examples.

incorrect form of the verb	Yo ^{como} <u>coma</u> una hamburguesa.
Adjective–noun agreement Subject–verb agreement	mi casa es <u>blanco</u> ← blanca inteligentes → Las amigas son <u>inteligente</u> . son Los perros <u>es</u> bonitos.
Spelling	Eres <u>intelligente</u> ← inteligente
Article	La <u>El</u> casa es bonita.
Transition words (if they apply to chapter)	primero, después, y, o, por eso...
Accents/Punctuation	Buenos <u>días</u> ← días ¡Qué bueno <u>!</u> ←!

III. Explain your content and grammar suggestions to your partner. Answer any questions about your comments.

Peer Editor's signature: _____ Date: _____

Documentation of Group Work

Item _____ Chapter _____

Group Members: _____

Description of Item: _____

Personal Contribution: _____

Please rate your personal contribution to the group's work.

Excellent	Good	Satisfactory	Unsatisfactory
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Holt Spanish 3

Assessment Program

Student's Portfolio Checklist

To the Student This form should be used to keep track of the materials you are including in your portfolio. It is important that you keep this list up-to-date so that your portfolio will be complete at the end of the assessment period. As you build your portfolio, try to include pieces of your work that demonstrate progress in your ability to speak and write in Spanish.

	Type of Item	Date Completed	Date Placed in Portfolio
Item #1			
Item #2			
Item #3			
Item #4			
Item #5			
Item #6			
Item #7			
Item #8			
Item #9			
Item #10			
Item #11			
Item #12			

Portfolio Self-Evaluation

To the Student Your portfolio consists of selections of your written and oral work. You should consider all the items in your portfolio as you evaluate your progress. Read the statements below and mark a box to the right of each statement to show how well you think your portfolio demonstrates your skills and abilities in Spanish.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My portfolio contains all of the required items.				
2. My portfolio provides evidence of my progress in speaking and writing Spanish.				
The items in my portfolio demonstrate that I can communicate my ideas in Spanish.				
The items in my portfolio demonstrate accurate use of Spanish.				
The items in my portfolio show that I understand and can use a wide variety of vocabulary.				
When creating the items in my portfolio, I tried to use what I have learned in new ways.				
7. The items in my portfolio provide an accurate picture of my skills and abilities in Spanish.				

The item I like best in my portfolio is _____
 because (please give at least three reasons) _____

I find my portfolio to be (check one):
 Excellent Good

Satisfactory

Unsatisfactory

Portfolio Evaluation

To the Student I have reviewed the items in your portfolio and want to share with you my reactions to your work.

Teacher's signature: _____ Date: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your portfolio contains all the required items.				
2. Your portfolio provides evidence of your progress in speaking and writing Spanish.				
3. The items in your portfolio demonstrate that you can communicate your ideas in Spanish.				
4. The items in your portfolio demonstrate accurate use of Spanish.				
5. The items in your portfolio show that you understand and can use a wide variety of Spanish vocabulary.				
6. The items in your portfolio demonstrate that you have tried to use what you have learned in new ways. 7. The items in your portfolio provide an accurate picture of your skills and abilities in Spanish. _____				

The item I like best in your portfolio is _____
 because _____

One area in which you seem to need improvement is _____

For your next portfolio collection, I would like to suggest _____

I find your portfolio to be (check one):

Excellent Good Satisfactory Unsatisfactory

Name _____

Speaking Rubric

Task Completion	Minimal completion of the task; and/or responses frequently inappropriate.	Partial completion of the task; responses mostly appropriate yet undeveloped.	Completion of the task; content appropriate and adequately developed.	Superior completion of the task; responses appropriate and with elaboration.
Comprehensibility	Responses barely comprehensible.	Responses mostly comprehensible, requiring interpretation on the part of the listener.	Content comprehensible, requiring minimal interpretation on the part of the listener.	Content readily comprehensible, requiring no interpretation on the part of the listener.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.	Speech hesitation but manages to continue and complete thoughts.	Speech continuous with few pauses or stumbling..
Pronunciation	Frequently interferes with communication.	Occasionally interferes with communication.	Does not interfere with communication.	Enhances communication.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary.	Adequate and accurate use of vocabulary.	Rich use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.

Raw Score _____ / 24

24	100%	16	80.0%	8	64.0%
23.5	98.3%	15.5	79.1%	7.5	62.7%
23	96.6%	15	78.3%	7	61.2%
22.5	94.9%	14.5	77.4%	6.5	59.6%
22	93.4%	14	76.6%	6	57.9%
21.5	91.9%	13.5	75.7%	5.5	56.1%
21	90.5%	13	74.8%	5	54.3%
20.5	89.2%	12.5	73.9%	4.5	52.2%
20	88.0%	12	73.0%	4	50.1%
19.5	86.6%	11.5	72.0%	3.5	47.9%
19	85.7%	11	71.0%	3	45.5%
18.5	84.7%	10.5	70.1%	2.5	42.9%
18	83.7%	10	69.0%	2	40.3%
17.5	82.7%	9.5	67.9%	1.5	37.4%
17	81.8%	9	66.7%	1	34.5%
16.5	80.8%	8.5	65.5%	.5	31.6%

Converted % Score _____ %

FINAL GRADE _____

Writing Rubric

Task Completion	Minimal completion of the task and/or content frequently inappropriate.	Partial completion of the task; content mostly appropriate; ideas undeveloped.	Completion of the task; content appropriate; ideas adequately developed.	Superior completion of the task; content appropriate; ideas well developed, and well organized.
Comprehens-ibility	Text barely comprehensible.	Text mostly comprehensible, requiring interpretation on the part of the reader.	Text comprehensible, requiring minimal interpretation on the part of the reader.	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Attempted use of complete yet repetitive sentences; no or almost no cohesive devices.	Predominate use of complete yet repetitive sentences; no or almost no cohesive devices.	Emerging use of complete sentences and some cohesive devices.	variety of complete sentences and of cohesive devices.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary.	Adequate and accurate use of vocabulary.	Rich use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.
Mechanics	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.	Few or no errors in spelling, use of diacritical marks, punctuation and/or capitalization.

Raw Score _____ / 24

24	100%	16	80.0%	8	64.0%
23.5	98.3%	15.5	79.1%	7.5	62.7%
23	96.6%	15	78.3%	7	61.2%
22.5	94.9%	14.5	77.4%	6.5	59.6%
22	93.4%	14	76.6%	6	57.9%
21.5	91.9%	13.5	75.7%	5.5	56.1%
21	90.5%	13	74.8%	5	54.3%
20.5	89.2%	12.5	73.9%	4.5	52.2%
20	88.0%	12	73.0%	4	50.1%
19.5	86.6%	11.5	72.0%	3.5	47.9%
19	85.7%	11	71.0%	3	45.5%
18.5	84.7%	10.5	70.1%	2.5	42.9%
18	83.7%	10	69.0%	2	40.3%
17.5	82.7%	9.5	67.9%	1.5	37.4%
17	81.8%	9	66.7%	1	34.5%
16.5	80.8%	8.5	65.5%	.5	31.6%

Converted % Score _____ %

FINAL GRADE _____

ORAL PRESENTATIONS--RUBRIC LEVELS 1&2

	"4" POINTS	"3" POINTS	"2" POINTS	"1" POINT	"0" POINTS
Pronunciation	Completely comprehensible to a native speaker	Mostly comprehensible to a native speaker	Partially comprehensible to a native speaker	Nearly incomprehensible to a native speaker	Incomprehensible to a native speaker
Grammatical Structure	Minimal errors (comprehension not affected)	Occasional errors (comprehension not affected)	Errors sometimes interfere with comprehension	Errors frequently interfere with comprehension	Grammar fails to communicate structurally
Vocabulary	Uses rich and varied vocabulary	Uses a moderate variety of vocabulary and descriptors	Uses limited vocabulary (minimal variety)	Vocabulary inconsistent with course level	Unfamiliar with thematic vocabulary
Communication	Able to understand and respond appropriately all of the time	Able to understand and respond appropriately most of the time	Able to understand and respond appropriately some of the time	Frequently is unable to understand or respond appropriately	Does not understand or respond appropriately
Requirements	Meets all requirements of the assignment	Meets most of the requirements of the assignment	Meets some of the requirements of the assignment	Meets few of the requirements of the assignment	Does not meet requirements of the assignment

WRITING RUBRICS

WRITING RUBRIC A

Assignment.....
 Targeted Functions.....
 Targeted Vocabulary.....
 Targeted Grammar.....

CONTENT	You used the functions and vocabulary necessary to communicate.	(Excellent)	4	3	2	1	(Poor)
COMPRHENSIBILITY	The reader was able to understand what you were trying to communicate	(Excellent)	4	3	2	1	(Poor)
ACCURACY	You used grammar, spelling, word order, and punctuation correctly	(Excellent)	4	3	2	1	(Poor)
ORGANIZATION	Your presentation was logical and effective	(Excellent)	4	3	2	1	(Poor)
EFFORT	You put a lot of thought and effort into this assignment	(Excellent)	4	3	2	1	(Poor)

WRITING RUBRIC “B”

CONTENT	COMPLETE	GENERALLY COMPLETE	SOMEWHAT COMPLETE	INCOMPLETE
	Writer uses the appropriate functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none the appropriate functions and vocabulary for the topic.
COMPRHENSIBILITY	COMPREHENSIBLE	USUALLY COMPREHENSIBLE	SOMETIMES COMPREHENSIBLE	SELDOM COMPREHENSIBLE
	Reader can understand all of what the writer is trying to communicate	Reader can understand most of what the writer is trying to communicate	Reader can understand Less than half of what the writer is trying to communicate	Reader can understand little of what the writer is trying to communicate
ACCURACY	ACCURATE	USUALLY ACCURATE	SOMETIMES ACCURATE	SELDOM ACCURATE
	Writer uses grammar, spelling, word order, and punctuation correctly.	Writer usually uses grammar, vocabulary and functions correctly.	Writer has some problems with language usage	Writer makes significant number of errors in language usage.
ORGANIZATION	WELL-ORGANIZED	GENERALLY WELL-ORGANIZED	SOMEWHAT ORGANIZED	POORLY ORGANIZED
	Presentation is logical and effective.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
EFFORT	EXCELLENT EFFORT	GOOD EFFORT	MODERATE EFFORT	MINIMAL EFFORT
	Writer exceeds requirements of the assignment and has put care and effort into the process.	Writer fulfills all of the requirements of the assignment.	Writer fulfills some of the requirements of the assignment.	Writer fulfills few of the requirements of the assignment.