

APPENDIX I

RUBRICS FOR THE FOREIGN LANGUAGE

MODEL ASSESSMENT PROJECT

Rubric Conversion Scale

Holistic Writing Rubric

Holistic Speaking Rubric

Oral Presentation Rubric

Oral Interview/Conversation Rubric

Holistic Listening Rubric

Holistic Reading Rubric

Visuals & Artwork Rubric

Rubric Conversion Scale

(not based on mathematical percentages)

9-8 Demonstrates High Proficiency

9 = 98%

9-8= 94%

8 = 90%

7-6 Clearly Demonstrates Proficiency

7 = 87%

7-6= 84%

6 = 80%

5-4 Demonstrates Progress Toward Proficiency

5 = 79%

5-4= 75%

4 = 71%

3-2 Demonstrates Strong Need for Intervention

3 = 69%

3-2= 66%

2 = 63%

1 Unacceptable

1 = 40-60%

Holistic Writing Rubric

- 9-8 DEMONSTRATES HIGH PROFICIENCY**
Excellent command of the language:
Well organized; ideas presented clearly and logically
Few grammatical or spelling errors
Wide variety of grammar, vocabulary, and sentence structures
Few word-order errors
Writing is appropriate to current level
Thorough response to the question
- 7-6 CLEARLY DEMONSTRATES PROFICIENCY**
Good command of the language:
Loosely organized, but main ideas present
Some grammatical or spelling errors
Some variety of grammar, vocabulary, and sentence structures
Some word-order errors
Most of the writing is appropriate to current level
Generally thorough response to the question
- 5-4 DEMONSTRATES PROGRESS TOWARD PROFICIENCY**
Comprehensible expression:
Some attempts at organization, but with confused sequencing
Many grammatical or spelling errors
Limited variety of grammar, vocabulary, and sentence structures
Many word-order errors
Writing is below current level
Partial response to the question
- 3-2 DEMONSTRATES STRONG NEED FOR INTERVENTION**
Limited command of the language:
Lack of organization
Significant and serious grammatical and spelling errors
Lack of variety of grammar, vocabulary, and sentence structures
Excessive word-order errors
Writing is well below current level
Insufficient response to the question
- 1 UNACCEPTABLE**
Response falls below the above descriptions or is inappropriate

Holistic Speaking Rubric

9-8 DEMONSTRATES HIGH PROFICIENCY

Excellent command of the language:

- Few or no grammatical errors
- Strong attempts at more complicated structures
- Extensive use of vocabulary, including idiomatic expressions
- Articulate, flowing speech
- Good intonation and largely accurate pronunciation with slight accent
- Thorough response with interesting and pertinent detail

7-6 CLEARLY DEMONSTRATES PROFICIENCY

Good command of the language:

- Minor grammatical errors
- Some attempts at more complicated structures
- Adequate use of vocabulary and idiomatic expressions
- Some gaps in fluency
- Acceptable intonation and pronunciation with distinctive accent
- Thorough response with sufficient detail

5-4 DEMONSTRATES PROGRESS TOWARD PROFICIENCY

Comprehensible expression:

- Some serious grammatical errors
- Reliance on simple structures
- Limited vocabulary marked with some Anglicisms
- Unnatural hesitations
- Errors in intonation and pronunciation with heavy accent
- Some detail, but not sufficient

3-2 DEMONSTRATES STRONG NEED FOR INTERVENTION

Limited command of the language:

- Serious grammatical errors
- Limited grammatical structures
- Limited vocabulary marked by frequent Anglicisms that force interpretation by the listener
- Errors in intonation and pronunciation that interfere with listener's comprehension
- General, narrow response

1 UNACCEPTABLE

- Response falls below the above descriptions or is inappropriate

Oral Presentation Rubric

- 9-8 Outstanding Report**
Demonstrates complete understanding of the information/principle(s).
Very comprehensible to the listeners.
Well organized; ideas are presented clearly and logically.
Thorough in its treatment of the selected topic.
Student's visuals explain and reinforce text and presentation.
Student maintains good eye contact with audience, rarely referring to notes.
Student uses clear voice and correct, precise pronunciation that is easily understood.
- 7-6 Good Report**
Demonstrates a good understanding of the information/principle(s) on the subject.
Mostly comprehensible to the listeners.
Loosely organized, but main ideas are present.
Generally thorough treatment of the selected topic.
Student's visuals relate to the text and presentation.
Student maintains eye contact with audience, occasionally referring to notes.
Student uses clear voice with minor errors in pronunciation; still understandable.
- 5-4 Fair Report**
Student got the gist of the information/principle(s) on the subject but failed to comprehend some discrete portions of that information.
Fairly comprehensible, but delivery is halting, with pauses.
Some attempts at organization, but with confused sequencing.
Only a partial treatment of the selected topic.
Student uses some visuals that do not support text and presentation.
Student maintains eye contact most of the time but frequently refers to notes.
Student's voice is less clear with frequent errors in pronunciation; difficult to understand.
- 3-2 Poor Report**
Student did not comprehend much of the information on the subject except certain, discrete portions.
Statements are barely coherent; message is barely understandable.
Overall lack of organization.
The report exhibits an insufficient treatment of the selected topic.
Student rarely uses visuals, or visuals that are not directly related to the presentation.
Student occasionally uses eye contact, but reads most of report.
Student's voice is low with numerous errors in pronunciation; barely understandable.
- 1 Unacceptable Report**
Student either did not research the topic or there was little or no comprehension of the subject at all.
The report is incomprehensible or contains many Anglicisms.
The student's work falls below the above descriptions or is inappropriate.
Student does not use visuals.
Student reads entire report with no eye contact.
Student mumbles, uses incorrect pronunciation, and is not understandable.

Oral Interview/Conversation Rubric

- 9-8 Demonstrates High Proficiency**
Demonstrates high degree of ability to interact with another speaker:
Consistently takes an active role in the conversation by asking appropriate questions
Responds with thorough, thoughtful answers
Uses a variety of vocabulary and structures with no significant errors
Makes obvious effort to include more sophisticated vocabulary and structures, to be creative
Speaks in articulate, flowing manner
Speaks with good intonation and largely accurate pronunciation with slight accent
- 7-6 Clearly Demonstrates Proficiency**
Demonstrates consistent ability to interact with another speaker:
Sometimes takes an active role in the conversation by asking appropriate questions
Usually demonstrates understanding with appropriate response to the interlocutor's speech
Responds with sufficient detail
Shows control of vocabulary and structures despite some errors and/or awkwardness of expression
Makes some effort to include more sophisticated vocabulary and structures, but is conservative in manner
Speaks with some gaps in fluency
Speaks with acceptable intonation and pronunciation with distinctive accent
- 5-4 Demonstrates Progress Towards Proficiency**
Demonstrates limited ability to interact with another speaker:
Takes a limited role in the conversation
Demonstrates some miscomprehension of the interlocutor's speech
Responds with some detail, but not sufficient
Shows limited control of vocabulary and structures marked with some Anglicisms
Relies on simple vocabulary and structures, learned material
Speaks with significant, unnatural hesitations
Speaks with errors in intonation and pronunciation with heavy accent
- 3-2 Demonstrates Strong Need for Intervention**
Demonstrates little ability to interact with another speaker:
Does not take an active role in the conversation
Frequently does not understand interlocutor's speech
Gives general, narrow responses
Shows little control of vocabulary and grammar is marked with basic errors
Relies on single word responses or broken sentences with frequent use of Anglicisms that force interpretation by the interlocutor
Speaks with excessive hesitation
Errors in intonation and pronunciation inhibit communication
Avoids using the target language, resorts to English
- 1 Unacceptable**
Speaking falls below the above descriptions or is inappropriate

Holistic Listening Rubric

- 9-8 Demonstrates High Proficiency**
Response reveals excellent comprehension of the passage:
Captures most or all of the main ideas
Contains extensive description with specific and significant details
Reveals highly successful use of contextualized guessing to extract meaning from the text
Demonstrates capacity to apply background knowledge of the world to the text to anticipate meaning
- 7-6 Clearly Demonstrates Proficiency**
Response reveals minor gaps in comprehension of the passage:
Captures many of the main ideas
Contains descriptions with minor gaps in specific and worthwhile details
Reveals consistent use of contextualized guessing to extract meaning from the text
Demonstrates some capacity to apply prior knowledge of the world to the text to anticipate meaning
- 5-4 Demonstrates Progress Towards Proficiency**
Response reveals larger gaps in comprehension of the passage:
Captures some of the main ideas
Contains many generalizations lacking specific and worthwhile details
Occasionally uses contextualized guessing to extract meaning from the text but does so less successfully
Rarely applies prior knowledge of the world to the text to anticipate meaning
- 3-2 Demonstrates Strong Need for Intervention**
Captures few of the main ideas
Overlooks important information; narrow response
Contains many generalizations lacking specific and worthwhile details
Relies on understanding of isolated vocabulary items to extract meaning from the text
Demonstrates gaps in comprehension of even basic vocabulary and structures
- 1 Unacceptable**
Understanding falls below the above descriptions or response is inappropriate

Holistic Reading Rubric

- 9-8 Demonstrates High Proficiency**
Response reveals excellent comprehension of the passage:
Captures most or all of the main ideas
Contains extensive description with specific and significant details
Reveals highly successful use of contextualized guessing to extract meaning from the text
Demonstrates capacity to apply background knowledge of the world to the text to anticipate meaning
- 7-6 Clearly Demonstrates Proficiency**
Response reveals only minor gaps in comprehension of the passage:
Captures many of the main ideas
Contains thorough descriptions with minor gaps in specific and worthwhile details
Reveals consistent use of contextualized guessing to extract meaning from the text
Demonstrates some capacity to apply prior knowledge of the world to the text to anticipate meaning
- 5-4 Demonstrates Progress Towards Proficiency**
Response reveals larger gaps in comprehension of the passage:
Captures some of the main ideas
Contains many generalizations lacking specific and worthwhile details
Occasionally uses contextualized guessing to extract meaning from the text but does so less successfully
Rarely applies prior knowledge of the world to the text to anticipate meaning
- 3-2 Demonstrates Strong Need for Intervention**
Response reveals student had difficulty understanding the passage:
Captures few of the main ideas
Overlooks important information; general, narrow response
Relies on understanding of isolated vocabulary items to extract meaning from the text
Demonstrates gaps in comprehension of even basic vocabulary and structures
- 1 Unacceptable**
Understanding falls below the above descriptions or response is inappropriate

Visuals & Artwork Rubric

- 9-8 Demonstrates Exceptional Language Ability and Creativity**
Strong visual appeal
Colorful
All items are correctly labeled in the target language
Shows variety and creativity
No use of English
Strong communication of the central idea(s)
- 7 - 6 Demonstrates Good Language Ability and Creativity**
Some visual appeal
Moderately colorful
Almost all items are properly labeled
Some variety and creativity
No use of English
Good communication of the central idea(s)
- 5-4 Demonstrates Progress Toward Language Competence and Attempts at Creativity**
Little visual appeal
Little color
Some items incorrectly labeled
Little variety or creativity
Some use of English
Some Communication of the central idea(s)
- 3-2 Demonstrates Need for Intervention and Shows Little Creativity**
No visual appeal
No color
Many items incorrectly labeled or not labeled
No variety or creativity
Too much use of English
Weak communication of the central idea(s)
- 1 Unacceptable**
Work falls below the above descriptions or is inappropriate