

Presentational Writing

Performance Rubric

For student self-reflection or teacher feedback* on chapter or unit assessments

NL NM NH IL IM

Targeted performance level for this assessment.

STRONG

GOOD

DEVELOPING

EMERGING

Low

What are my strengths?

What can I do?

How can I improve?

Comprehensibility

Was I understood?

Vocabulary: I use a variety of appropriate vocabulary for this task.

Language Control: I am mostly accurate when I use structures, time frames and word order that we practiced.

Mechanics: My spelling, capitalization, punctuation, accents or tone marks are mostly accurate.

Task Completion

What did I say?

Content: I meet the communication goal. My content is relevant to this topic.

Details and Support: I use authentic resource(s) or several details to support my response.

Discourse Quality

How well did I communicate?

Organization and Level of Language: My writing is organized and has good cohesion. My sentence complexity is appropriate for this level.

Impact: I keep my audience interested by originality, visuals, technology, content, writing style, humor, or emotions.

Interculturality

Did I show cultural understanding?

Cultural Competence: My language shows cultural knowledge or understanding for this task.
(cultural content, register, daily life, idiomatic expressions, similarities and differences in target culture).

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* Used in conjunction with Full Performance Rubric for Presentational Writing.

* See [Can-Do statements](#) for performance level descriptors

Presentational Writing

Performance Rubric

Full rubric for chapter or unit assessments

NL NM NH IL IM

Targeted performance level

Final Score: _____	STRONG <i>Full evidence for targeted level and some evidence for next level</i>	GOOD <i>Full evidence for targeted level</i>	DEVELOPING <i>Partial evidence for targeted level</i>	EMERGING <i>Limited evidence for targeted level</i>	Low
Comprehensibility S G D E L	Is easily understood by a sympathetic listener	Is generally understood by a sympathetic listener	Is understood with some difficulty	Is understood with much difficulty	Low
Vocabulary	<ul style="list-style-type: none"> Strong range of appropriate vocabulary. 	<ul style="list-style-type: none"> Good range of appropriate vocabulary. 	<ul style="list-style-type: none"> Basic range of appropriate vocabulary. 	<ul style="list-style-type: none"> Limited range of appropriate vocabulary. 	
Language Control	<ul style="list-style-type: none"> Few errors when using practiced structures, time frames and word order. 	<ul style="list-style-type: none"> Some errors when using practiced structures, time frames and word order. 	<ul style="list-style-type: none"> Errors in practiced material may require interpretation. 	<ul style="list-style-type: none"> Errors in practiced material often impede communication. 	
Mechanics	<ul style="list-style-type: none"> Accurate spelling, capitalization, punctuation, accents or tone marks. 	<ul style="list-style-type: none"> Mostly accurate spelling and mechanics. 	<ul style="list-style-type: none"> Somewhat accurate spelling and mechanics. 	<ul style="list-style-type: none"> Spelling or mechanics often impede communication. 	
Task Completion S G D E L	Conveys and extends the message	Conveys the full message	Conveys part of the message	Conveys a limited message	Low
Content	<ul style="list-style-type: none"> Communicative goal is exceeded, with elaborate and relevant content. 	<ul style="list-style-type: none"> Communicative goal is met, with relevant content. 	<ul style="list-style-type: none"> Communicative goal is partially met, with some related content. 	<ul style="list-style-type: none"> Communicative goal is minimally met, with limited content. 	
Details and Support	<ul style="list-style-type: none"> Authentic resource(s) or details consistently used to support and expand on the response. 	<ul style="list-style-type: none"> Authentic resource(s) or details often used to support response. 	<ul style="list-style-type: none"> Authentic resource(s) or details sometimes used to support response. 	<ul style="list-style-type: none"> More details needed to support response. 	
Discourse Quality S G D E L	Shows strong communication skills	Shows good communication skills	Shows developing communication skills	Shows emerging communication skills	Low
Organization and Level of Language	<ul style="list-style-type: none"> Speech is well-organized or sequenced, with strong cohesion and transitions. Sentence complexity ¹(<i>word—phrase—sentence—connected sentences—paragraph</i>) exceeds targeted level. 	<ul style="list-style-type: none"> Speech is mostly organized, with cohesion and transitions. Sentence complexity¹ is appropriate to level. 	<ul style="list-style-type: none"> Speech is somewhat organized, or has some transitions. Sentence complexity¹ partially meets targeted level. 	<ul style="list-style-type: none"> More organization, cohesion or transitions needed. Sentence complexity¹ minimally meets targeted level. 	
Impact	<ul style="list-style-type: none"> Audience interest consistently maintained through ²<i>originality, visuals, technology, content, writing style, humor, or emotions.</i> 	<ul style="list-style-type: none"> Audience interest is mostly maintained.² 	<ul style="list-style-type: none"> Audience interest is somewhat maintained.² 	<ul style="list-style-type: none"> Audience interest is minimally maintained.² 	
Interculturality S G D E L	Demonstrates thorough cultural competence	Demonstrates cultural competence	Demonstrates some cultural competence	Demonstrates limited cultural competence	Low
Cultural Competence	<ul style="list-style-type: none"> Language or behavior ³(<i>cultural content, register, idiomatic expressions, daily life, similarities/differences in target culture</i>) shows strong cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows general cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows some cultural knowledge or understanding. 	<ul style="list-style-type: none"> Language or behavior³ shows limited cultural knowledge or understanding. 	

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Convert to Gradebook Score: (S) = _____ (G) = _____ (D) = _____ (E) = _____ (L) = _____