

Presentational Writing

Performance Rubric

For student self-reflection, goal-setting or teacher feedback* on chapter or unit assessments and IPAs

NL NM NH IL IM IH AL

Targeted performance level for this assessment.

STRONG	GOOD	DEVELOPING	EMERGING	Low
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What are my strengths?	What can I do?	What are my goals?
	Comprehensibility <i>Was I understood?</i>	
	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 <i>What did I say?</i>	
	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 <i>How well did I communicate?</i>	
	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 <i>Did I show intercultural understanding?</i>	
	Intercultural Competence: My language shows intercultural knowledge or understanding for this task. <i>(cultural content, register, daily life, idiomatic expressions, intercultural similarities and differences).</i>	

January 2017

* 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 and IPAs

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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
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Comprehensibility S G D E L	Is easily understood by a sympathetic speaker	Is generally understood by a sympathetic speaker	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—sentences—connected sentences—paragraph style</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 intercultural competence	Demonstrates some intercultural competence	Demonstrates limited intercultural competence	Demonstrates limited intercultural competence	Low
Intercultural Competence	<ul style="list-style-type: none"> Language shows strong intercultural knowledge or understanding ³(<i>cultural content, register, idiomatic expressions, daily life, intercultural similarities/differences</i>). 	<ul style="list-style-type: none"> Language shows general intercultural knowledge or understanding³. 	<ul style="list-style-type: none"> Language shows some intercultural knowledge or understanding³. 	<ul style="list-style-type: none"> Language shows limited intercultural knowledge or understanding³. 	

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