Presentational Writing

Performance Rubric

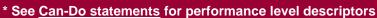
For student self-reflection, goal-setting or teacher feedback* on chapter or unit assessments and IPAs

NL NM NH IL IM IH AL

Targeted performance level for this assessment.

STRONG	GOOD	DEVELOPING	EMERGING	Low
What are my strengths?	What can I do?	What are my goals?		
	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 intercultural understanding?			
	Intercultural Competence: My language shows intercultural knowledge or understanding for this task. (cultural content, register, daily life, idiomatic expressions, intercultural similarities and differences).		Janı	uary 2017

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





Presentational Writing

Performance Rubric

Full rubric for chapter or unit assessments and IPAs

NL NM NH IL IM IH AL

Targeted performance level

Final Score:	STRONG Full evidence for targeted level and some evidence for next level	GOOD Full evidence for targeted level	DEVELOPING Partial evidence for targeted level	EMERGING Limited evidence for targeted level	Low
Comprehensibility S G D E L	ls 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	Strong range of appropriate vocabulary.	Good range of appropriate vocabulary.	Basic range of appropriate vocabulary.	Limited range of appropriate vocabulary.	
Language Control	Few errors when using practiced structures, time frames and word order.	Some errors when using practiced structures, time frames and word order.	Errors in practiced material may require interpretation.	Errors in practiced material often impede communication.	
Mechanics	 Accurate spelling, capitalization, punctuation, accents or tone marks. 	Mostly accurate spelling and mechanics.	Somewhat accurate spelling and mechanics.	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	Communicative goal is exceeded, with elaborate and relevant content.	Communicative goal is met, with relevant content.	Communicative goal is partially met, with some related content.	Communicative goal is minimally met, with limited content.	
Details and Support	 Authentic resource(s) or details consistently used to support and expand on the response. 	Authentic resource(s) or details often used to support response.	Authentic resource(s) or details sometimes used to support response.	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	 Speech is well-organized or sequenced, with strong cohesion and transitions. Sentence complexity ¹(word—phrase—sentences—connected sentences—paragraph style) exceeds targeted level. 	 Speech is mostly organized, with cohesion and transitions. Sentence complexity¹ is appropriate to level. 	 Speech is somewhat organized, or has some transitions. Sentence complexity¹ partially meets targeted level. 	 More organization, cohesion or transitions needed. Sentence complexity¹ minimally meets targeted level. 	
Impact	 Audience interest consistently maintained through 20riginality, visuals, technology, content, writing style, humor, or emotions. 	Audience interest is mostly maintained. ²	Audience interest is somewhat maintained. ²	 Audience interest is minimally maintained.² 	
Interculturality S G D E L	Demonstrates thorough intercultural competence	Demonstrates intercultural competence	Demonstrates some intercultural competence	Demonstrates limited intercultural competence	Low
Intercultural Competence	Language shows strong intercultural knowledge or understanding (cultural content, register, idiomatic expressions, daily life, intercultural similarities/differences).	Language shows general intercultural knowledge or understanding ³ .	Language shows some intercultural knowledge or understanding ³ .	Language shows limited intercultural knowledge or understanding ³ . January 2017	

Ohio Department of Education