Sample Assessment Rubrics

Introduction

The following sample assessment rubrics can be modified by the teacher to match the unit activities of LOTE Checkpoint C. The sample rubrics define expectations for speaking and writing.

Assessment rubrics should accomplish three goals:

- ¥ inform the students of standards and expectations
- ¥ inform the students about levels of achievement
- ¥ inform the students about specific areas in need of improvement.

Since the LOTE Checkpoint C level does not have formal standardized assessments, it is important that the teacher create some form of evaluation so that students are informed about their progress. Teachers are encouraged to modify the enclosed rubrics or create their own, so that grades are not the only form of student assessment.

Checkpoint C classroom teachers may prefer to distribute assessment rubrics at the beginning of a unit, so that students are aware of expectations and understand how their work will be evaluated.

The following rubrics, guidelines, and checklist are used in conjunction with the New York State LOTE assessments:

- ¥ Informal Speaking Rubric
- ¥ Guidelines for Speaking
- ¥ Checkpoint C Writing Rubric
- ¥ Word Count Guidelines
- ¥ Writing Checklist.

Speaking Rubric

This rubric uses four 5-point scales (20 total points). Select some or all of the topics for assessment purposes. For example, vocabulary may be deleted or combined with another category.

Pronunciation

5 Phonetically correct
  Almost error-free
  Awareness of accent
  Genuine effort to sound like native speaker
4 Comprehensible, generally correct
  Occasional error
3 Frequent errors that confuse listener and require guessing at meaning
2 Many errors that interfere with comprehensibility
1 Most utterances contain errors
  Many utterances are incomprehensible
  Little communication
0 No attempt

Fluency

5 Smooth flow
  Quick, continuous flow
  Natural pauses
4 Occasional hesitation, searching for words
  Speaker can self-correct and respond to cues
3 Halting, hesitating
  Visibly translating before responding
  Can rephrase and respond
2 Frequent hesitations, searches for words
  Overly translates questions before response
  Repeats question word before response
  Eventually responds
1 Constant searching for vocabulary, verb tense
  Does not complete utterances
0 No attempt
  May repeat cue

Syntax

5 No grammatical errors
  Speaker self-corrects without hesitation
4 Two or fewer syntax errors
  Minor errors that do not impede communication
3 Frequent errors
  Self-corrects on some
2 Many errors (agreement, verb forms)
  Errors in basic structures
  Errors impede communication
1 Most structures incorrect
  Constant use of infinitive; no conjugation
  Listener understands only because of past experience
0 No attempt or repeats cue

Vocabulary

5 Very good; wide range
  Uses appropriate and new words and expressions
  Interesting response
4 Good, appropriate vocabulary
  Generally good response
3 Vocabulary is just adequate to respond
  No attempt to vary expressions
  Basic
2 Inadequate vocabulary or incorrect use of lexical items
  Communication difficult
1 Does not complete responses
  Responses one or two words in length
  Vocabulary repeated
0 No attempt
  Totally irrelevant answer

Informal Speaking Rubric

Dimension	The student: 4	3	2	1
Initiation	Eagerly initiates speech, uti•lizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
Response	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
Conversational Strategies	Clarifies and continues con•versation, using all or some of the following strategies: ¥ circumlocution ¥ survival strategies ¥ intonation ¥ self-correction ¥ verbal cues	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation part•ner to sustain conversation. Rarely responds even with frequent prompting.
Vocabulary	¥ Incorporates a variety of old and new vocabulary. ¥ Uses idiomatic expres•sions appropriate to topic. ¥ Speaks clearly and imitates accurate pronunciation.	¥ Utilizes a variety of old and limited new vocabulary. ¥ Attempts to use idiomatic expressions appropriate to topic. ¥ Speaks clearly and attempts accurate pronunciation.	¥ Relies on basic vocabulary. ¥ Speech is comprehensible in spite of mispronunciations.	¥ Uses limited vocabulary.

Guidelines for Speaking

Each utterance receives

2 Points (Checkpoint C) if it is...	1 Point (Checkpoint B/C) if it is...	0 Points if it is...
Comprehensible AND Appropriate AND Contains a preponderance of the following Checkpoint C attributes: • Initiates and/or sustains and/or advances the conversation • Uses common verb tense forms (including, past, present, future) • Uses accurate structure • Is articulated comprehensibly • Uses a variety of vocabulary that may expand or clarify meaning • Is extended (may contain more than one short, discrete utterance) • Uses culturally correct gestures, social conventions, and/or idiomatic expressions.	Comprehensible AND Appropriate BUT Is a single, short, discrete utterance consisting exclusively of Checkpoint B vocabulary/structures OR Contains little or no evidence of Checkpoint C attributes (see Checkpoint C)	Incomprehensible AND/OR Inappropriate --- Disregard if it is a... • Yes/No response • Socializing device • Restatement of all or essential parts of what the teacher said • Proper noun(s) in isolation

In order to be scored, a student utterance at Checkpoint C must be:
- ¥- Comprehensible: Utterance makes sense to native speakers who know no English, but who are accustomed to speaking with non-native speakers;
<div align="center">AND</div>
- ¥- Appropriate: Utterance contributes to the completion of the task.

In order to receive TWO POINTS, a student utterance:
Contains a preponderance of the following attributes AND IS NOT a single, short, discrete utterance:
- ¥- Initiates and/or sustains and/or advances the conversation,   but may contain repetition, hesitation, or circumlocution.
- ¥- Uses common verb tense forms (including past, present, future),   but may contain minor errors in formation and selection.
- ¥- Uses accurate structure   in simple constructions, but may contain errors in more complex ones.
- ¥-

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Spontaneous Conversation Rubric

Comprehension: The ability to understand what is said to the speaker.

2 Shows ability to understand the target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.
1 Can understand the target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.
0 Does not seem to understand the target language.

Pronunciation: Pronouncing words in such a way that native speaker would understand what is being said.

2 Can be understood in the target language, but may make few or minor errors. Makes an effort to sound Ònative,Ó i.e., uses target language speech patterns, intonation, and phrasing.
1 Can be understood in target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.
0 Makes major errors and/or uses English pronunciation rules to speak in the target language, or doesnÕt/canÕt respond.

Vocabulary: Words and expressions used in the target language.

2 Uses excellent vocabulary with relative ease. Demonstrates an increasing knowledge of words and expressions.
1 Uses vocabulary that is just adequate to respond. No attempt is made to use a variety of expressions. Generally understood, but limited to the very basic.
0 Makes no attempt, or response is totally irrelevant or inappropriate.

Fluency: Easy, smooth flow of speech, within a reasonable amount of time (15 Ð20 seconds).

2 Has a generally smooth flow, with self-correction and little hesitation.
1 Speaks slowly, using hesitant or halting speech.
0 Makes no attempt or shows constant hesitation.

Grammar: Word order and sentence structures in the target language.

2 Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication.
1 Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication.
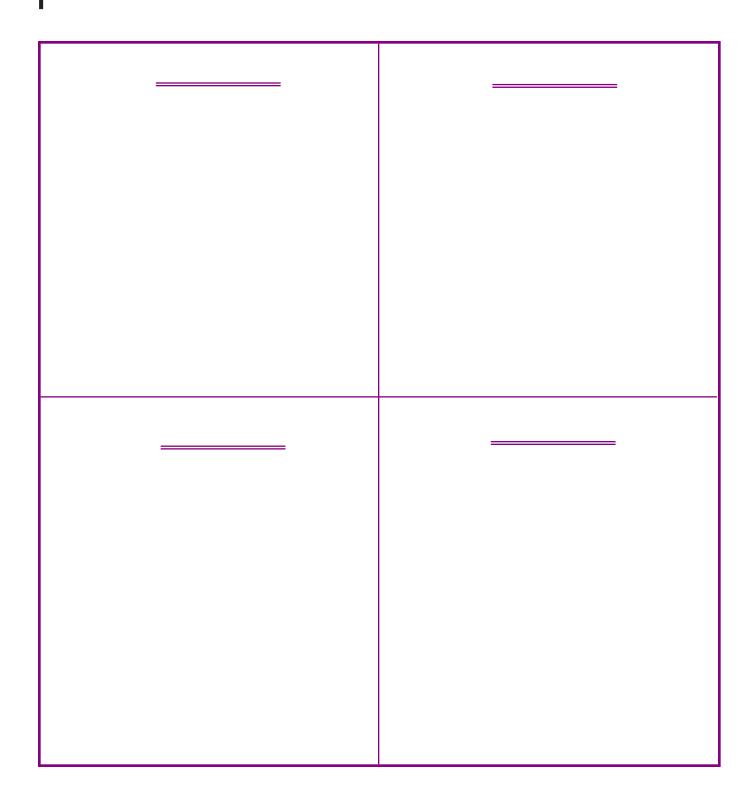0 Makes many grammatical errors that negatively affect communication, or doesnÕt/canÕt respond.

General Writing Rubric

This rubric uses four 5-point scales (20 total points). Select some or all of the topics for

Word Count Guidelines

Definition: A word is a letter or collection of letters, surrounded by space, which in the target language is comprehensible, and contributes to the development of the task. This defi•nition holds even when words are grammatically incorrect.

Example: ˆ le (French) = 2 words;   de el (Spanish) = 2 words

¥ Names of people do not count.

¥ Place names and brand names from the target culture count as words; all other places (K-Mart) and brand names (Coke, Pepsi) are disregarded.

¥ Contractions are one word.

¥ Salutations and closings in notes written in the target language are counted. (There is no penalty if stu•dents do not use salutations or closings.)

¥ Commonly used abbreviations in target language are counted.

French	German	Italian	Spanish
ële St. Louis = 3 words La Tour Eiffel = 3 words La Eiffel Tower = 2 words Paris = 1 word LÕhðpital = 1 word Jacques = 0 words des ƒtats-Unis = 2 words les Galleries Lafayettes = 3 words JÕai = 1 word (verb con•tractions = 1 word)	Josef = 0 words Auf Wiedersehen = 2 words Wie gehtÕs = 2 words Deutschland = 1 word MŸnchen = 1 word Marktplatz = 1 word Fanta = 1 word Sprite = 0 words	Giuseppe = 0 words Il Colosseo = 2 words Venezia = 1 word nell Õaula = 1 word la Coca-cola = 1 word fare lo shopping	