

PERFORMANCE ASSESSMENT RUBRICS

UNIT 1

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T51

Level	Writing Proficiency Indicators
Beginning	Text does not adhere to conventional paragraph formatting. Each sentence may occupy its own separate line, for example, creating a series of simple statements. Story is made up of incidents that don't necessarily revolve around a problem and its solution. Descriptors are generic (<i>good, bad, big, small</i> , etc.). Transition phrases, when used, may be improperly placed in relation to the verb or predicate.
Intermediate	Narrative adequately describes a problem or mystery that is solved. There are at least three paragraphs consisting of an introduction, body, and conclusion. A few adjectives and transition phrases are used to elaborate on key events. Text is characterized by a fair degree of grammatical accuracy.
Advanced	Narratives at this level are fully developed stories: introduction describes setting, main character, and problem or mystery to be solved; body presents a series of developments that enhance the story; and the conclusion gives a satisfying solution to the problem. A wide range of modifiers and transition phrases are used. Text contains a high degree of grammatical accuracy.

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T53

Level	Speaking Proficiency Indicators
Beginning	Students at this level read their narratives aloud without looking up to make eye contact with the audience. Their presentation lacks effective use of pausing and intonation. Some words may be mispronounced.
Intermediate	Students at this level are able to look up at the audience when pausing at the end of a sentence or paragraph. Variations in tone and volume, especially at key plot points, add interest to the story. There may be a few places where the student loses his or her place and stops to reorient.
Advanced	Advanced students look up at the audience frequently and read with fluency, pausing as appropriate to add texture and interest. Ability to convey a range of thoughts and feelings, as well as the atmosphere or mood of the story, is demonstrated through variation in tone and volume. Mistakes in pronunciation, if any, are self-corrected without any loss to the flow of presentation.

UNIT 2

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T101

Level	Speaking Proficiency Indicators
Beginning	Presentation demonstrates a lack of adequate preparation. Visuals are simplistic and/or disorganized. The problem and its solution are vaguely defined. Presenters are overly reliant on notes, failing to look up and make eye contact with audience. Too much time is spent on some slides, while not enough time is spent on others.
Intermediate	Presentation demonstrates adequate amount of preparation. Visuals are somewhat basic but convey key points effectively. The problem and its solution are clearly defined, showing evidence of research. Presenters may rely on notes but look up at key points. Enough time is allotted to each slide so that audience can process information.
Advanced	Presenters are thoroughly prepared. Slides combine high-quality images and appropriate amount of text (i.e., bulleted points as opposed to large chunks of text that have been copied and pasted from an outside source). Problem and solution are clearly articulated, with details and elaboration that show evidence of in-depth research. Presenters look up at audience frequently and spend an appropriate amount of time on each slide.

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T105

Level	Writing Proficiency Indicators
Beginning	An attempt is made to meet basic requirements, though there may be significant breakdowns in structure and meaning. Paragraphs are short and present ideas without much elaboration or detail. Distinction between first paragraph (importance of problem) and second paragraph (statement of problem) may be unclear. Third and fourth paragraphs may be similarly redundant. Fragments and run-ons are frequent, making it difficult to tell where one sentence ends and the next one begins.
Intermediate	Essay adequately meets most requirements, following the structure exhibited by model. Each paragraph includes a topic sentence that is supported by at least one detail or example. Most sentences are well-formed, though there may be a few errors in the formation of compound and complex sentences. Transition phrases help to connect sentences and enhance flow. At least two sources are cited.
Advanced	Essay meets all requirements, closely following the model. Each paragraph is well-developed, with a topic sentence that is supported by several details and/or examples. A wide range of sentence types are used with a high degree of accuracy. Transition phrases integrate ideas, creating coherence throughout essay. Three or more sources are cited.

PERFORMANCE ASSESSMENT RUBRICS, continued

UNIT 3

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T155

Level	Writing Proficiency Indicators
Beginning	Report meets basic requirements, though the paragraphs may be under-developed. The introduction, for example, may lack a hook, or may not include a topic sentence that clearly identifies the topic of the report. Body paragraphs do not begin with a topic sentence around which details and examples are organized. The conclusion may bring up new points and/or unrelated ideas instead of summarizing ideas that were covered in the body.
Intermediate	Report adequately meets requirements. The introduction begins with a hook and includes a sentence identifying the topic of the report. Body paragraphs begin with a topic sentence and include at least one detail and/or example. The conclusion briefly summarizes the main ideas.
Advanced	Report fully satisfies all requirements. The intro begins with an engaging hook that leads into a topic sentence. Body paragraphs begin with a topic sentence and include two or more details and/or examples. Conclusion restates main ideas and includes a recommendation.

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T157

Level	Speaking Proficiency Indicators
Beginning	Responses to questions from the moderator are significantly under or over time and show a lack of preparation. Student reads from notes without looking up, for example, or makes an ineffective attempt at answering the question extemporaneously. Responses may be incoherent or off-topic. Low volume and lack of clear enunciation make it difficult for other panel members to hear and/or understand response.
Intermediate	Responses are within the time limit and demonstrate some degree of preparation. Student may refer to notes but generally looks up and engages with other members of the panel. Responses are coherent, on-topic, and include at least one fact from an outside source. Volume is adequate; pronunciation is clear for the most part; and intonation shows interest in the topic under discussion.
Advanced	Responses are within the time limit and demonstrate thorough preparation. Student is able to respond to questions from the moderator without looking at notes. Responses are coherent and on-topic, with one or two facts from an outside source. Speaker uses volume, enunciation, and intonation skillfully to project ideas and engage with other members of the panel.

UNIT 4

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T203

Level	Writing Proficiency Indicators
Beginning	How-to article meets basic requirements, though some elements may be missing or out of place. The first paragraph, for example, may simply introduce the procedure with a single sentence. (<i>Here is how you fix a flat tire.</i>) The list of materials at the end of the introduction includes the most important, but not all of, the necessary items. The list of steps, likewise, may be out of order or incomplete, and there are few if any sequence words. Correct use of imperative is inconsistent. Conclusion is missing.
Intermediate	How-to article adequately meets requirements. The first paragraph introduces the procedure with a hypothetical situation or rhetorical question, as in the model, and the list of materials is complete. All necessary steps are included, with two or more sequence words such as <i>First</i> , <i>Next</i> , <i>Then</i> , and <i>Finally</i> . Imperative tense is consistently used with an occasional error. A concluding sentence wraps up with a restatement of purpose. (<i>And that's how you fix a flat tire.</i>)
Advanced	Article fully satisfies all requirements. The intro begins in a way that grabs the reader's interest, and the list of materials is complete. Steps are described in detail, with a sequence word or phrase at the beginning of each step. Imperative is used correctly throughout. Conclusion wraps up the essay in a way that goes beyond a simple restatement of purpose. (<i>Keep these steps in mind, and you'll never have to go to a bicycle shop again.</i>)

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T205

Level	Speaking Proficiency Indicators
Beginning	Demonstration meets basic requirements. The presenter starts with a simple introduction (<i>Here is how you clean a fishbowl.</i>), and only the most important material(s) are given. (<i>You need cleaner.</i>) The way that the presenter describes steps in the process may be confusing because they are out of order and/or missing a step. Props are not used in a way that helps audience understand the process. Low volume and lack of clear enunciation also take away from presentation's effectiveness.
Intermediate	Demonstrations adequately meet requirements. Presenter clearly introduces procedure and tells about necessary materials. All the steps are included, though details may be lacking. Presenter uses props to demonstrate most of the steps. Volume is adequate, and enunciation is mostly clear. Presenter ends by thanking the audience for their attention. Ability to answer questions from audience is limited.
Advanced	Demonstrations are thorough and engaging. Presenter introduces the procedure in a clever way and tells audience about all the necessary materials. Steps are described in detail, and the use of props helps the audience to understand every part of the procedure. Volume and enunciation are excellent. Presenter is able to elaborate on answers to questions from the audience.

PERFORMANCE ASSESSMENT RUBRICS, continued

UNIT 5

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T259

Level	Writing Proficiency Indicators
Beginning	Argumentative essay meets most requirements. For example, body paragraphs provide reasons, but they may not be clearly stated, and some claims are not backed up with evidence. Some details are irrelevant or otherwise detract from main argument. Transition words and phrases are rarely used to connect ideas. Conclusion is missing or does not adequately summarize the argument.
Intermediate	Essay meets requirements. The introduction provides a thesis statement and previews the reasons that will be explored in body of essay. Each body paragraph gives a reason in support of the thesis. Evidence tends to be presented in a uniform manner. Transition words and phrases are used with some consistency. Conclusion summarizes the most important points and may or may not end with a closing statement.
Advanced	Essay fully satisfies all requirements. The introduction provides a hook or preliminary background, leading into a thesis statement and a preview of reasons that will be explored in the essay. Evidence is presented in a variety of ways: by directly quoting, summarizing, or paraphrasing. Transitions show relationships between ideas. Conclusion restates thesis, summarizes evidence, and ends with a concluding statement.

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T261

Level	Speaking Proficiency Indicators
Beginning	Student's participation in the debate is minimal. He or she may simply give an introduction to the group's position, for example, and then observe the rest of the debate. Students at this level are likely to read from a prepared script, and as a consequence, will make little eye contact with other participants. Volume and enunciation may not be sufficient for all to hear what is being said.
Intermediate	Students at this level will likely provide a reason in support of their group's position (as opposed to giving a counterargument). They will probably refer to notes but can look up at others while reading. Volume and enunciation are sufficient for all to hear what is being said.
Advanced	Students at this level will likely present the counterargument for their group, and they can handle impromptu questions from the opposing team. The use of a script is unnecessary as they have memorized all their prepared comments. Volume and enunciation are excellent.

UNIT 6

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T311

Level	Writing Proficiency Indicators
Beginning	Essays meet most requirements. The introduction gives basic information about the job but may not conclude with a preview of pros and cons. The first body paragraph tells about a risk or disadvantage, and the second tells about a benefit. Transition words and phrases, if used, are basic (<i>But, So, That's why</i> , etc.). Conclusion neglects to summarize main points. One or two sources are cited.
Intermediate	Essay meets requirements. The introduction gives information about the job and concludes with a preview of the pros and cons. Body paragraphs tell about one or two disadvantages/advantages. Essay relies primarily on statements of fact, as opposed to descriptive details and examples. Transitions are level-appropriate but not always used correctly. Conclusion summarizes main points and ends with a personal reflection. Two or more sources are cited.
Advanced	Essay fully satisfies all requirements. The introduction grabs readers' attention and gives information about pros and cons. Body paragraphs tell about two or more disadvantages/advantages. Essay skillfully combines facts, descriptive details, and examples. Transitions are correctly used in a variety of ways (e.g., as introductory phrases to a sentence and as adverbs). Conclusion summarizes and ends with a personal reflection. Three or more sources are cited.

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T313

Level	Speaking Proficiency Indicators
Beginning	Presentation meets basic requirements. Student tells about the job, describing at least one advantage and one disadvantage. They are likely to read from a script, however, and will therefore make little eye contact. Visual media is basic, and accompanying text tends to consist of a simple label. Low volume and the mispronunciation of unfamiliar terms may impact the presentation. Responses to questions are brief, consisting of a single word or phrase.
Intermediate	Presentation meets requirements. Student tells about the job, describing at least two advantages/disadvantages. They read from a script but look up at key points. Visual media includes text, usually in the form of a caption or bulleted list. Volume is adequate, and enunciation demonstrates familiarity with technical vocabulary. Student can answer questions, though details may be lacking.
Advanced	Presentation fully meets all requirements. Student tells about the job, describing several advantages/disadvantages. They refer to script only for reminders. Visual media is dynamic and varied, including a variety of multimedia (pictures, animations, audio, etc.). Volume and enunciation make the presentation easy to follow. Student can give detailed responses to questions.

PERFORMANCE ASSESSMENT RUBRICS, continued

UNIT 7

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T359

Level	Writing Proficiency Indicators
Beginning	Personal narratives at this level meet most requirements but lack details that make for a fully developed story. Settings, characters, and events, for example, are referred to without any evocative detail. Dialogue is simple and contains punctuation mistakes. Few or no transitions are used to show sequence. In the conclusion, student has difficulty connecting the story to a theme.
Intermediate	Personal narratives at this level usually start in a straightforward way (e.g., <i>One time I had a skateboarding accident.</i>). Settings, characters, and events are described with some detail. Some dialogue is included, and punctuation is mostly correct. Transitions are occasionally used to show sequence. The conclusion ends with a simple lesson, such as <i>I learned you should always be careful when skateboarding on a busy road.</i>
Advanced	Personal narratives at this level start in a way that grabs the reader’s attention. Settings, characters, and events are described in ample detail. Vivid dialogue is frequently used, and punctuation is correct. Transitions are consistently used to show sequence. The conclusion shows that the author has spent time thinking about the story’s significance and the lesson learned.

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T361

Level	Speaking Proficiency Indicators
Beginning	The oral report meets basic requirements. Student introduces the incident, characters, and events but without much detail. Story may not be told in a fully organized way. Conclusion may lack advice or lesson learned. Student reads from a script without looking up. Low volume may also affect student’s ability to engage audience. Responses to questions from the audience are brief, consisting of a single word or phrase.
Intermediate	The oral report meets most requirements. Introduction is straightforward, telling when and where events happened. It may also include a preview of the story’s theme. Events are comprehensible. Conclusion ends with a piece of advice or the lesson that was learned. Student may read from a prepared script, but occasionally looks up. Volume and enunciation are adequate. Student is able to answer questions.
Advanced	The report fully meets all requirements. Speaker begins with a hook that sparks interest and signals to the audience why the story is important. Setting, characters, and events are described in a way that makes the story come alive. Conclusion ends with a piece of advice or suggestion that wraps the story up in a satisfying way. Student is fully prepared to answer questions.

UNIT 8

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T407

Level	Writing Proficiency Indicators
Beginning	Titles of poems at this level are usually topical (e.g., <i>Rivers</i>), as opposed to thematic. The poem itself may be inconsistent in style and tone. Language demonstrates that the student is unclear about what message to convey and how. It is therefore difficult to tell how the writer feels or thinks about the topic. Vocabulary is mostly limited to simple nouns and verbs, with perhaps a few modifiers and/or sensory words.
Intermediate	Title provides a glimpse of the poem's theme or main idea. Poem is mostly consistent in style and tone. Language demonstrates that the writer has a message in mind and is able to convey it in basic terms. The poem is clearly related to an environmental topic, and the writer's perspective is straightforward. Vocabulary includes an effective mix of concrete nouns, action verbs, and sensory words.
Advanced	Title skillfully captures the essence of the poem's theme and main idea. Language demonstrates that the writer is aware of the tone he or she wants to convey and how to achieve it. The poet's message and perspective in relation to the topic are expressed with some degree of nuance, as in the model. Vocabulary combines concrete images with sensory words and a range of modifiers that add to the overall effect.

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T409

Level	Speaking Proficiency Indicators
Beginning	The multimedia recitation meets basic requirements. It begins with a title and has at least three sections. Each section has at least one image or video clip. The images serve as illustrations for the topic of the poem. In the audio recording, there is minimal modulation of tone, pace, and volume. The audio and visual components are not synchronized in a way that makes for a smooth, integrated presentation.
Intermediate	The multimedia recitation adequately meets requirements. It begins with a title and has three or more sections. Each section is illustrated with two or more images that reflect the poem's content. In the audio recording, there is some degree of modulation in pacing, intonation, and volume. In general, audio and visual components match the poem's tone and content.
Advanced	The multimedia recitation thoroughly meets all requirements. It begins with a title that is presented in a unique, individualized, thematic way. There are more than three sections, and each section is designed in a way that sets an appropriate tone or atmosphere. Student modulates his or her voice in a way that enhances the intended effect. The audio and visual components are perfectly synchronized, creating a seamless presentation.