

# PERFORMANCE ASSESSMENT RUBRICS

## UNIT 1

### WRITING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T49

Level	Writing Proficiency Indicators
Beginning	Skit begins abruptly, without setting up the scene. The conflict is simplistic or lacking detail. Characters, likewise, do not express their thoughts, feelings, or reasons clearly. They may contradict themselves, change positions for no clear reason, or add irrelevant commentary. Dialogue may also be lopsided, with one character doing most of the talking. As a result, characters may not speak six times. The conclusion is abrupt, with no clear “take away” for the audience.
Intermediate	Skit begins with one character briefly describing the problem. Conflict unfolds with characters giving clear reasons for their positions, and each character speaks at least six times. Dialogue includes two to three phrases expressing agreement or disagreement ( <i>You’re right about that, etc.</i> ). Conflict is resolved with a simple lesson spelled out for the audience in an unambiguous way.
Advanced	The background to the problem is revealed through an exchange at the beginning of the skit. As skit progresses, conflict is further developed, with all characters describing their points of view. Skit, as a result, shares different perspectives, as opposed to being a mere clash of opinions. Dialogue includes frequent use of phrases expressing agreement or disagreement ( <i>I don’t think that’s fair, etc.</i> ). Problem is resolved in a way that models conflict resolution skills for the audience.

### SPEAKING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T51

Level	Speaking Proficiency Indicators
Beginning	Students at this level read aloud from their scripts without looking at their acting partners. In general, facial expressions, body gestures, and intonation do not vary, resulting in a flat performance. Volume may be too low for the audience to hear what is being said, and pronunciation may not be sufficiently clear. Students may rely on their acting partners to lead the discussion at the end of the skit.
Intermediate	Students at this level read aloud from their scripts, but frequently look up at their partners. They have practiced enough that they are able to add gestures or vary their delivery to make the performance more interesting. Volume is sufficient, and pronunciation is mostly correct. Student asks roughly half of the discussion questions.
Advanced	Students have memorized their lines and do not rely on the script at all. Tone of voice, gestures, and facial expressions enhance the performance. In general, performance shows that the student has thoroughly rehearsed and is prepared not only for the skit but for the discussion as well. Student asks roughly half of the questions and is able to quickly ask follow-up questions as appropriate.

## UNIT 2

### WRITING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T101

Level	Writing Proficiency Indicators
Beginning	Argumentative essay meets most requirements but may be poorly developed or organized. The introduction, for example, provides too much or too little background, and the thesis might not adequately reflect content of essay. There may be only one or two body paragraphs. Reasons or claims are not clear or backed up with evidence. Irrelevant details detract from main argument. Conclusion is missing or does not adequately summarize the argument.
Intermediate	Essay meets requirements. The introduction provides adequate background, and thesis statement is clearly stated. Each body paragraph gives a reason in support of thesis, with evidence or example to back it up. Some ideas may not be logically connected. Conclusion restates thesis and summarizes most important points.
Advanced	Essay fully satisfies all requirements. The introduction establishes the topic and leads into a thesis statement that clearly shows what the writer intends to show or prove. Each paragraph gives one or more reasons in support of thesis, with evidence and/or examples that are fully elaborated. Ideas are logically connected. Conclusion restates thesis, summarizes evidence, and ends with a concluding statement.

### SPEAKING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T103

Level	Speaking Proficiency Indicators
Beginning	Student's participation in the debate is limited. Student 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 other participants while reading. Reasons in support of argument are clear and persuasive. 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. Reasons in support of argument are cogent and well-reasoned. The use of a script is unnecessary as student has memorized all prepared comments and is thoroughly prepared for unscripted portions of debate. Volume and enunciation are excellent.

# PERFORMANCE ASSESSMENT RUBRICS, continued

## UNIT 3

### WRITING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T157

Level	Writing Proficiency Indicators
Beginning	Narrative meets most requirements but reads like a simple sequence of events. It begins with little background information explaining the narrator’s motivation. There may be fewer than three paragraphs describing the risks, and details are sparse. Descriptive vocabulary tends to be generic ( <i>scary, fast</i> , etc.). Concluding paragraph does not sufficiently explain whether trip was worth taking, instead ending with a simple statement such as <i>It was fun!</i>
Intermediate	Narrative adequately meets requirements. It begins with a paragraph that sets the scene and tells about the narrator’s motivation. There are one or two paragraphs about the risks involved and brief explanations about how the narrator managed those risks. Experiences and events are described using level-appropriate sensory language. Modifiers include a combination of both adverbs and adjectives. The concluding paragraph briefly explains whether the trip was worth taking.
Advanced	Narrative fully satisfies all requirements. The introduction sets the story in motion and grabs the reader’s attention. There are three or more paragraphs telling about the risks involved and how the narrator dealt with those risks. Descriptive words and phrases are characterized by an advanced, wide-ranging set of adverbs and adjectives. The concluding paragraph wraps up the story in a satisfying way and explains whether the narrator thinks that the experience was worthwhile.

### SPEAKING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T159

Level	Speaking Proficiency Indicators
Beginning	Presentation consists of a simple sequence of events that tells about an adventure involving risk. Student reads the story aloud from script without looking up at the audience. There is little variation in pacing and intonation. Volume may be too low for audience to hear everything that is said. Lack of clear enunciation may also detract from comprehensibility. The multimedia components are decorative but are not particularly coordinated with the oral/audio portion of the presentation.
Intermediate	Presentation consists of a story that tells about a trip involving three risks and how they were handled. Student reads the story aloud from a script, looking up at key points in an effort to connect with the audience. There is some variation in pacing and intonation. Volume and enunciation are adequate. The multimedia components are relevant, engaging, and coordinated with the oral/audio portion of the presentation.
Advanced	Presentation consists of an engaging story about a trip involving three or more risks and how they were handled. Student has memorized script and looks at audience throughout. Volume and enunciation are excellent. Skillful variation in pacing and intonation helps student engage with audience. The multimedia components are relevant, engaging, and well-coordinated with the oral/audio portion of the presentation.

UNIT 4

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T201

Level	Speaking Proficiency Indicators
Beginning	Students read verbatim from notes based on their interview. They answer follow-up questions from their classmates non-verbally (by shaking or nodding their heads) or with simple words and phrases ( <i>Yes; No; Maybe; I'm not sure.</i> ).
Intermediate	Students mostly rely on their notes to summarize the interview but are able to paraphrase some segments by memory. They respond to follow-up questions in short but fully developed sentences: <i>He said the key to happiness is gratitude.</i>
Advanced	Students are able to summarize most of the interview without looking at their notes. Their responses to follow-up questions vary in length, showing the ability to accurately use a wide range of sentence structures and verb tenses.

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T205

Level	Writing Proficiency Indicators
Beginning	Reports written by students at this level show little awareness of how sentences are grouped into paragraphs. Their writing may consist of illustrations combined with speech balloons or simple captions. Sentences might be attempted but with frequent errors in spelling, syntax, and grammar.
Intermediate	Reports written by students at this level meet basic requirements. Their reports consist of five paragraphs, though each of those paragraphs may be made up of only two or three sentences. Ability to form effective topic sentences is inconsistent.
Advanced	Students at this level are able to write reports made up of fully developed paragraphs, with topic sentences and supporting details. Embedded stories and short interactions are adequately summarized.

# PERFORMANCE ASSESSMENT RUBRICS, continued

## UNIT 5

### WRITING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T257

Level	Writing Proficiency Indicators
Beginning	Letter follows basic conventions but is underdeveloped. There is a greeting, body, and closing. The body may consist of a single paragraph that doesn't go into detail about how the recipient has impacted the writer. Overall, the letter reads more like a simple thank-you card than a fully developed letter of appreciation.
Intermediate	Letter follows conventions and is adequately developed. The greeting is followed by an introductory paragraph that gives the reason for writing. At least one body paragraph tells how the recipient has had a positive impact on the writer. Generalizations ( <i>You helped me a lot.</i> ) are grounded in reference to a specific incident ( <i>I remember the time you taught me how to play a song on the guitar.</i> ) In the concluding paragraph, the writer briefly explains how the recipient shaped his or her identity.
Advanced	Letter follows conventions and is fully developed. The greeting is followed by an introductory paragraph that provides context for the letter. Two or more paragraphs tell how the recipient has had a positive impact on the writer. Expressions of thanks and appreciation are fully grounded in specific incidents and may include quotations or partially reconstructed conversations. In the concluding paragraph, the writer eloquently explains how the recipient shaped his or her identity.

### SPEAKING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T259

Level	Speaking Proficiency Indicators
Beginning	Student reads the letter aloud without looking up at audience. There is little variation in pacing and intonation. Volume may be too low at times, and pronunciation of certain words may be unclear. In general, facial expressions and body language do not convey the feeling that the student is actually speaking to the intended recipient.
Intermediate	Student reads the letter aloud, frequently looking up at the audience to personalize the delivery. There is some degree of variation in pacing and intonation to highlight key events. Volume is adequate, and pronunciation is mostly clear. Facial expressions and body language help to convey the feeling that the student is actually speaking to the intended recipient.
Advanced	Student has the letter in hand but has memorized most of it and only uses it to refresh his or her memory. Variation in pacing and intonation are used effectively to add interest and maintain connection with the audience. Volume and enunciation are excellent. Facial expressions and body language convincingly give the impression that the student is actually speaking to the intended recipient.

## UNIT 6

### WRITING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T307

Level	Writing Proficiency Indicators
Beginning	Essay meets basic requirements but is lacking detail. Introduction may neglect to describe a problem, instead consisting of a simple statement. Body may be made up of picture and/or diagram with captions and labels. There are few details or examples, and the conclusion is either missing or limited to a summary statement such as <i>That's my idea for a bird feeder</i> . Most sentences follow the same pattern, and many may consist of fragments and/or run-ons.
Intermediate	Essay meets requirements. The first paragraph describes a problem and introduces the invention. The body consists of three paragraphs, but the level of detail and the examples may be inconsistent. There is some variety in sentence types, but student may have difficulty forming complex sentences with dependent clauses. The concluding paragraph briefly summarizes the benefits of invention.
Advanced	Essay excels in meeting requirements. The introductory paragraph describes the problem and introduces the invention in a clever way. Details and examples are consistently used to add interest and develop ideas. Student uses a wide variety of sentence types with a high degree of grammatical accuracy. Concluding paragraph wraps up the essay by restating the most important points and reminding the reader why the invention is a great idea.

### SPEAKING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T309

Level	Speaking Proficiency Indicators
Beginning	Demonstrations at this level rely mostly on visuals (or a model) illustrating how the invention works. Images are labeled with simple words and phrases. Presentation neglects to adequately explain the problem or need for the invention. In general, explanations of how the invention works are basic and/or incomplete. Presenter does not maintain eye contact, and presenter's ability to deal with questions is limited.
Intermediate	Demonstrations at this level effectively combine visual components with oral commentary. The need for invention is briefly explained at the beginning of presentation. Parts of invention are labeled, and steps are presented in logical order. Presenter looks mostly at slides or illustrations, making eye contact with audience at key points. Responses to follow-up questions are brief but on topic.
Advanced	Demonstrations combines visual components and/or model with oral commentary in a way that is both personable and engaging. Creation of props and materials demonstrate attention to detail. Presenter fully explains the need for invention, its parts, and how to use it. Eye contact is regularly maintained, and presenter is able to field questions with ease.

# PERFORMANCE ASSESSMENT RUBRICS, continued

## UNIT 7

### WRITING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T359

Level	Writing Proficiency Indicators
Beginning	Narrative meets basic requirements. The introductory paragraph names the main character and tells about his or her problem in simple terms. Story describes how character overcomes a problem but may consist of fewer than three paragraphs. There are few words and phrases showing sequence or cause-and-effect relationships. Problem is resolved in the end, but there is no overarching message or theme.
Intermediate	Narrative adequately meets requirements. Introduction presents main character and briefly states the problem. Events are narrated in some detail, and there are a few words and phrases signaling the sequence of events and/or causes/effects. Conclusion summarizes the most important idea, though it may feel more like a simple wrap-up.
Advanced	Narrative presents a fully developed story. The introduction presents the main character and previews the challenges ahead. There are three or more paragraphs in which events are narrated in detail. Connecting words and phrases are frequently used to show sequence or causes/effects. Conclusion explains how the character is stronger as a result of the experience.

### SPEAKING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T361

Level	Speaking Proficiency Indicators
Beginning	Monologue consists of a simple story in which a character tells about a straightforward problem and its resolution. Student reads the story aloud from script without looking up. There is little variation in pacing and intonation. Volume may be too low for audience to hear. Lack of clear enunciation may also detract from comprehensibility. Phrasing and delivery show that student finds it difficult to read aloud in character. Ability to answer questions from audience is limited.
Intermediate	Monologue consists of a story or anecdote in which a character tells about a problem and its resolution. Story has a clear beginning, middle, and end. Student reads the story aloud from a script, looking up from time to time. Volume and enunciation are adequate. Phrasing and delivery show that student is attempting to read in character, though not consistently. Student adequately responds to questions.
Advanced	Monologue consists of a fully developed story in which a character tells about a problem and its resolution. Story has a clear beginning, middle, and end, with details that help the story come alive. Student has memorized script and looks at audience. Volume and enunciation are excellent. Ability to answer questions from audience while in character shows an advanced awareness of register, tone, word choice, and language patterns.

## UNIT 8

### WRITING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T409

Level	Writing Proficiency Indicators
Beginning	Scene meets basic requirements but reads more like an exchange of greetings and remarks than a theatrical script with a beginning, middle, and end. Scene instructions may describe the setting but don't set up the interaction between the characters. Dialogue is choppy, and the characters don't have distinct voices. Many lines are formulaic in structure ( <i>Can I help you? Yes, thank you, etc.</i> ).
Intermediate	Scene instructions briefly describe the setting and set up the action. Script accurately recounts a scene from <i>The Traveler's Treasures</i> , with a clear beginning, middle, and end to the action. In general, the characters each have their own way of talking, and the dialogue includes phrases to accept or decline offers and/or invitations. Formulaic expressions and language from the selection are mixed with original bits of dialogue.
Advanced	Scene instructions describe the setting and get the story going by introducing the characters at an interesting point of action. Script accurately recounts a scene from <i>The Traveler's Treasures</i> but with touches that show creativity and originality. The characters are involved in some sort of negotiation, and dialogue flows easily.

### SPEAKING PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T411

Level	Speaking Proficiency Indicators
Beginning	Performance shows evidence of minimal preparation and/or rehearsal. Props and costumes, if any, have been appropriated without much thought. Actors rely on their scripts and read aloud without looking up. Volume is too low, and enunciation is unclear at times. Performance is lacking in gestures and facial expressions. Actors are only able to answer superficial questions.
Intermediate	Performance shows evidence of preparation and rehearsal. Props and costumes, though simple, help the audience to understand what's happening. Actors read aloud from scripts but look up at each other. Volume is sufficient, and enunciation is mostly clear. Actors have created a few gestures and facial expressions to enhance their performance. Answers to questions show comprehension of scene and roles.
Advanced	Performance shows clear preparation. Actors have memorized most of their lines and maintain eye contact. Volume and enunciation are excellent. Performance incorporates facial expressions, gestures, actions, and other touches that make the performance especially entertaining. Responses to questions show that students understand the scene they have presented on a variety of levels.