

PERFORMANCE ASSESSMENT RUBRICS

UNIT 1

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T53

| Level | Writing Proficiency Indicators |
|--------------|---|
| Beginning | For stories at this level, the title usually names a character, place, or event. The story itself lacks details that make for a fully developed narrative. There may not be a readily identifiable setting, for example, and the characters may lack distinctive traits and ways of speaking. Dialogue, if provided, is not punctuated correctly. There is conflict at the core of the story, but no sense of rising action, climax, and/or falling action. The story ends abruptly, without a clearly stated message. |
| Intermediate | Title may be simple but adequately reflects the story's content or theme. Introductory exposition identifies the main characters and setting and is immediately followed by the conflict or problem. The main character faces at least one challenge in attempting to resolve the conflict, which reaches a climax somewhere near the mid-point. At least two lines of dialogue are included, and punctuation is mostly correct. Conflict is followed by one or two events leading to resolution. Story ends with a message that explicitly states what the main character has learned (or should have learned). |
| Advanced | Title is cleverly phrased in a way that grabs the reader's attention. Introductory exposition identifies the main characters and setting and is immediately followed by the conflict or problem. The main character then faces a series of challenges or hurdles, creating a sense of rising action. The tension reaches a climax at mid-point, where the protagonist resolves the conflict. A series of events after the climax gives a sense of falling action, showing how the resolution has affected main characters. Dialogue adds to character development and is correctly punctuated. Story ends with a message that is conveyed with some nuance. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T55

| Level | Speaking Proficiency Indicators |
|--------------|--|
| Beginning | Students at this level read their narratives aloud without looking up to make eye contact with the audience. Volume is insufficient. In general, the presentation lacks effective use of pausing, expression, and intonation, resulting in a monotone delivery. Some words may be mispronounced. |
| Intermediate | Students at this level typically 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 mispronounces a word or makes some other mistake but is able to self-correct and get back on track. |
| Advanced | Advanced students look up at the audience frequently and read with fluency, pausing as appropriate. Ability to express a character's thoughts and feelings, as well as the general 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. Students may also use paralinguistic cues (hand gestures, facial expressions, body posture) to accentuate emotions, plot points, and changes to the mood or atmosphere of the story. |

UNIT 2

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T109

| Level | Writing Proficiency Indicators |
|--------------|---|
| Beginning | In general, the style of the report is somewhat conversational. Introduction names the subject and gives a reason for choosing this topic, but the reason lacks substance (<i>I chose [name] because she is young and smart.</i>) The body paragraphs do not consist of a controlling idea followed by supporting details but are instead a collection of loosely related ideas and information. Transition words, if any, do not help to clarify the relationship between ideas. The conclusion fails to adequately summarize main points. |
| Intermediate | Though there may be a few lapses, reports at this level strive to maintain a formal style. Introduction names the subject and previews main idea (<i>I chose [name] because she is a role model for young women of color.</i>) There are three body paragraphs, each consisting of a topic sentence followed by supporting details. A few transition words help to clarify the relationship between major ideas and points of information. The conclusion adequately summarizes main points. |
| Advanced | Reports at this level consistently maintain a formal style throughout. Introduction names the subject and previews one or more of the main ideas (<i>I chose [name] because he is so important in the world of science and because he's also an example of strength and bravery.</i>) There are three body paragraphs, each consisting of a topic sentence followed by supporting details. Transition words are used throughout the report to clarify the relationship between ideas and points of information. The conclusion summarizes main points and reminds readers of the impact that this person has made on the world. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T111

| Level | Speaking Proficiency Indicators |
|--------------|---|
| Beginning | Participation shows a lack of preparation. Except for a brief summary of report, there is little participation in the discussion that follows. Student takes a passive role, neglecting to ask questions that would help to keep the conversation going. Ability to respond to questions is similarly limited. |
| Intermediate | Participation at this level shows adequate preparation. Student summarizes his or her report and participates in the discussion that follows. Ideas are expressed with clarity, and some points are backed up with evidence. Student poses at least one question to another panel member. In general, student is an active participant in conversation. |
| Advanced | Participation at this level shows ample preparation. Student summarizes his or her report in detail and actively participates in the conversation that follows. Ideas are expressed with clarity, and most, if not all, ideas are backed up with evidence. Student poses a variety of thoughtful questions to other panel members. Questions and comments add to the conversation and show that student is listening to other participants. |

PERFORMANCE ASSESSMENT RUBRICS, continued

UNIT 3

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T161

| Level | Writing Proficiency Indicators |
|--------------|---|
| Beginning | Essay meets basic requirements. The introduction states the topic but may lack a clearly defined thesis. Body paragraphs are generally disorganized. Some details are irrelevant and/or represent a digression. Transition words and phrases, if used, fail to connect ideas in a coherent way. Conclusion is missing or does not adequately summarize the main ideas. |
| Intermediate | Essay meets requirements. The introduction states the topic and provides a thesis statement that shows what the student intends to prove or show. Each body paragraph gives a reason in support of thesis. Evidence is provided to substantiate most, if not all, reasons and supporting arguments. Transition words and phrases are used with some consistency. Conclusion summarizes most important points and may or may not end with a closing statement. |
| Advanced | Essay fully satisfies all requirements. The introduction provides useful background and ends with a clearly stated thesis. Each body paragraph gives a reason in support of thesis and then elaborates on that reason. Important points and ideas are substantiated by evidence. Transition words and phrases help to show the logical relationships between ideas. Conclusion restates thesis, summarizes evidence, and ends with a concluding statement. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T163

| Level | Speaking Proficiency Indicators |
|--------------|--|
| Beginning | Students at this level mostly rely on their notes, looking up at the audience only at the beginning and end of speech. The argument in general is not presented in a coherent way, and it may in fact be unclear what claim the student is trying to make. Volume may be insufficient, and some words are mispronounced. Ability to respond to questions from the audience is limited to single words or simple phrases. |
| Intermediate | Intermediate students read from a script but look up regularly at the audience. Their claim is clearly presented, with some supporting arguments and evidence. Volume and enunciation are adequate. Responses to questions from the audience are mostly on-topic and may include evidence that was not included during main presentation. |
| Advanced | Students have memorized most of their speech and maintain eye contact with audience throughout presentation. The argument is well-developed, with ample reasons and evidence in support of their claim. Volume is appropriately modulated, and enunciation is clear. Responses to questions from the audience are on-topic, fully elaborated, and often include evidence and/or arguments that were not included during main presentation. |

UNIT 4

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T215

| Level | Writing Proficiency Indicators |
|--------------|---|
| Beginning | Play meets basic requirements. It provides dialogue for a conversation between Mike and Bear, though its connection to the story “Bearing Up” may be unclear. Stage directions are either missing or superfluous to the dialogue. The script, in general, does not feel like an integrated scene. It may change topics several times, for example, even though the play is rather short. |
| Intermediate | Play meets requirements. The dialogue between Mike and Bear clearly connects to the story “Bearing Up.” It mainly consists of an interaction in which the two characters come to a mutual understanding or agreement, though it may be less than clear how the play relates to the theme of stress. There are at least three stage directions. Overall, the play feels integrated, with perhaps one or two lines that are unrelated to the rest of the script. |
| Advanced | The play more than meets requirements. The dialogue between Mike and Bear explores the theme of stress while innovating on the story “Bearing Up.” It begins with Bear telling Mike something of importance, and then shows how the two characters come to a mutual understanding or agreement. Each of the characters has his own distinct way of speaking. There are three or more stage directions that enhance the dramatic aspect of play. Overall, the play feels like it has a beginning, middle, and end. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T217

| Level | Speaking Proficiency Indicators |
|--------------|---|
| Beginning | Performance shows evidence of minimal preparation and/or rehearsal. Actors rely on their scripts and read aloud without looking up at the audience or at each other. Volume is too low and enunciation is unclear at times. Pacing may either be too slow or too fast. Actors may inadvertently read aloud stage directions. Performance is lacking in gestures and facial expressions that could help the audience follow along. |
| Intermediate | Performance shows evidence of preparation and rehearsal. Actors read aloud from scripts but look up at each other and/or the audience frequently. Volume is sufficient and enunciation is clear for the most part. Lines are delivered at an appropriate pace. Actors have created a few gestures and facial expressions to enhance their performance. |
| Advanced | Performance shows that actors have thoroughly prepared and rehearsed. Actors have memorized most, if not all, of their lines, and look at each other (or at the audience) throughout. Volume and enunciation are excellent. Lines are delivered at an appropriate pace, with some variation (e.g., pausing) for dramatic effect. Performance incorporates facial gestures, actions, and other touches that make the performance especially interesting and/or entertaining. |

PERFORMANCE ASSESSMENT RUBRICS, continued

UNIT 5

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T267

| Level | Writing Proficiency Indicators |
|--------------|--|
| Beginning | An attempt is made to meet basic requirements, but the essay as a whole suggests that the student didn't spend much time thinking, planning, or revising. The introductory paragraph tells about the problem in a general way, without providing much background. Body paragraphs offer one or two solutions. Details and examples are sparse. Transition words and phrases, if any, are not used effectively and/or lack correct punctuation. The conclusion is brief and ends abruptly. |
| Intermediate | Essay meets most requirements. The introductory paragraph provides basic information about the problem. Body paragraphs elaborate on the problem and offer two to three solutions. Each body paragraph starts with a topic sentence that is supported by at least one detail and/or example. A few transitional words and phrases are used to show the relationship between ideas and examples. Punctuation is mostly correct. Conclusion wraps up the essay with a simple statement that pertains to main idea. |
| Advanced | Essay excels in meeting all requirements. The introductory paragraph builds background and includes a clear statement of the problem. Body paragraphs elaborate on the problem and offer 1–3 solutions. Topic sentences are supported by several details and/or examples. A variety of different transitional words and phrases are effectively used throughout essay. Punctuation is mostly correct. Conclusion wraps up the essay with a final thought, warning, or suggestion. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T269

| Level | Speaking Proficiency Indicators |
|--------------|--|
| Beginning | Presentation demonstrates a lack of adequate preparation. The problem and its solution are vaguely defined and/or somewhat superficial. Visuals are simplistic and/or do not support the speaker's message (i.e., the visuals may be decorative in nature). Presenter is overly reliant on notes, failing to look up and make eye contact with audience. Volume is low and enunciation may be unclear. |
| Intermediate | Presentation demonstrates adequate amount of preparation. Visuals are somewhat basic but support key points effectively. The problem and one to three possible solutions are presented, with some degree of detail. Presenter may rely on notes but looks up at the audience from time to time. Volume and enunciation are adequate. |
| Advanced | Presenters are thoroughly prepared. Slides combine high-quality images and audio or other features that enhance presentation. Problem is clearly articulated, with 1–3 possible solutions. Presenters look up at audience frequently and may have actually memorized their entire presentation. Volume and enunciation are excellent. |

UNIT 6

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T325

| Level | Writing Proficiency Indicators |
|--------------|---|
| Beginning | Personal narratives at this level tell about an event in the writer's life 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. The sequence of events may be unclear or feel disjointed because few or no transition words have been used. Connection to theme of helping hasn't been clearly established. In the conclusion, student has difficulty articulating what he or she has learned from the incident. |
| Intermediate | Narratives at this level tell about an event in the writer's life and are told from the first-person perspective. Settings, characters, and events are described with some degree of descriptive detail. Events are narrated in logical order, and there are a few words and phrases signaling the sequence of events. Dialogue is pertinent and correctly punctuated. Connection to the theme of helping is clear by the end of story. Concluding paragraph tells what writer has learned from experience. |
| Advanced | Narratives at this level tell about an event in the writer's life and are convincingly told from the first-person perspective. Settings, characters, and events are described with a great deal of descriptive detail and sensory language. Events are narrated in logical order, and the sequence of events is solidified through consistent use of transitional words and phrases. Dialogue is used in a way that helps develop characters and plot. Story builds on theme of helping, and the conclusion eloquently describes what writer has learned from experience. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T327

| Level | Speaking Proficiency Indicators |
|--------------|--|
| Beginning | Students at this level have difficulty asking and answering questions. As interviewers, they tend to ask yes/no questions (as opposed to open-ended questions). They are also limited in their ability to ask questions that follow up on responses to previous questions. As interviewees, their answers tend to be brief and may be limited to single words or phrases. Low volume and occasional mumbling make it difficult for the audience to follow. |
| Intermediate | Students at this level can ask and answer questions with fully formed sentences. As interviewers, they may ask yes/no questions, but also include a number of open-ended questions. They follow up on at least a few questions by asking their partner to elaborate on his or her response. As interviewees, answers consist of simple statements with occasional elaboration. Volume and enunciation are sufficient for audience to follow along. |
| Advanced | Students at this level excel at the give-and-take of an interview. As interviewers, they may ask a few yes/no questions to establish basic facts, but then go deeper by asking open-ended questions. They follow up on important issues by inviting their partner to elaborate. As interviewees, answers are fully articulated, on-topic, and relevant. Volume, enunciation, and intonation make it easy for audience to follow along. |

PERFORMANCE ASSESSMENT RUBRICS, continued

UNIT 7

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T381

| Level | Writing Proficiency Indicators |
|--------------|--|
| Beginning | Argumentative essays at this level show that the student is confused about the structure and purpose of this particular mode of writing. The introductory paragraph states the topic and makes a claim, but body paragraphs are disorganized and may present reasons that are unsupported by details or examples. Counterarguments, if attempted, often lack a rebuttal, and rarely incorporate transitional phrases such as <i>On the contrary</i> or <i>Nevertheless</i> . Conclusion attempts to restate claim but fails to summarize supporting reasons. |
| Intermediate | Essays at this level meet most requirements but may be uneven. The introductory paragraph states the topic and takes a clear position on the issue under debate. Body paragraphs are organized around topic statements, but some reasons are not supported by evidence or supporting arguments. A counterargument is presented and then rebutted with the use of a transitional phrase such as <i>On the other hand</i> . Concluding paragraph restates the claim. |
| Advanced | Advanced essays are exemplary of this mode of writing. The introductory paragraph provides background and makes a claim that provides a preview of the main argument. Body paragraphs are organized around topic statements that are backed up by evidence, examples, and supporting arguments. One or more counterarguments are presented, each of which is rebutted with the use of a transitional phrase such as <i>Even though</i> . The concluding paragraph restates the claim and summarizes the main arguments. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T383

| Level | Speaking Proficiency Indicators |
|--------------|---|
| Beginning | Student's participation in the debate is limited. He or she may provide a simple introduction, for example, that runs for significantly less time than the participation of other group members. Overreliance on prepared script prevents student from making eye contact with other participants. There is little or no participation in unscripted portions of debate. Volume and enunciation may not be sufficient for all to hear what is being said. |
| Intermediate | Students at this level will likely provide reasons in support of their group's position (as opposed to giving a rebuttal). They will probably refer to notes, but frequently look up at other participants while reading. Arguments and reasons in support of the group's claim are clear and persuasive. Students at this level will also participate, to some degree, in unscripted portions of debate. Volume and enunciation are sufficient for all to hear what is being said. |
| Advanced | Students at this level help to organize and manage their team's efforts. They present the rebuttal 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 of his or her prepared comments and is thoroughly prepared for unscripted portions of debate. Volume and enunciation are excellent. |

UNIT 8

WRITING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T435

| Level | Writing Proficiency Indicators |
|--------------|---|
| Beginning | Titles of poems at this level are usually topical (e.g., <i>Space</i>), as opposed to thematic. Student may have neglected to organize the poem into three stanzas. The poem is about the future but may not incorporate figurative language, rhymes, or discernible rhythm. Vocabulary is mostly limited to simple nouns and verbs, with perhaps a few modifiers and/or sensory words. |
| Intermediate | Title goes beyond naming the topic and evokes the mood or atmosphere of the poem. Lines are organized into three stanzas. The poem is about the future, provides three interesting details, and includes at least one simile or metaphor. Style and tone are mostly consistent. Vocabulary includes a mix of concrete nouns, action verbs, sensory words, and modifiers (adjectives and adverbs). |
| Advanced | Title sets the stage by skillfully evoking the poem's atmosphere, theme, or main idea. Lines are organized into three stanzas. Poem is about the future, provides three or more descriptive details, and includes several similes or metaphors. Style and tone are consistent, though there may be an interesting switch in perspective at the end. Vocabulary combines concrete images with sensory words and a range of modifiers that add to the overall effect. |

SPEAKING PERFORMANCE ASSESSMENT RUBRIC

Rubric for T437

| Level | Speaking Proficiency Indicators |
|--------------|--|
| Beginning | The multimedia presentation meets basic requirements. The poet begins by reading the title aloud, and then reads the rest of poem, which is accompanied by visuals and/or music. Imagery is related to topic, though it may not be especially supportive or synced with the poem's text. Oral delivery varies little in tone and expression. Low volume and lack of proper enunciation may make it difficult for audience to follow along. |
| Intermediate | The multimedia presentation adequately meets requirements. The poet begins by reading the title aloud, and then reads the rest of poem, which is accompanied by visuals and/or an audio recording. Visual and audio components are related to topic and, at least in some parts, are synced with the poem's text. Oral delivery provides some degree of modulation in pacing, intonation, and volume. Expression conveys general mood or atmosphere of poem. |
| Advanced | The multimedia presentation thoroughly meets all requirements. The poet begins by reading the title aloud, and then reads the rest of poem, which is accompanied by visuals and/or soundtrack. Presentation is designed in a way that sets an appropriate tone or atmosphere. The audio and visual components are perfectly synchronized, creating a seamless presentation. Student modulates his or voice in a way that enhances the intended effect. |