

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	Fluency
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	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	Vocabulary
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	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, utilizing 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 conversation, using all or some of the following strategies: <ul style="list-style-type: none"> • 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 partner to sustain conversation. Rarely responds even with frequent prompting.
Vocabulary	<ul style="list-style-type: none"> • Incorporates a variety of old and new vocabulary. • Uses idiomatic expressions appropriate to topic. • Speaks clearly and imitates accurate pronunciation. 	<ul style="list-style-type: none"> • Utilizes a variety of old and limited new vocabulary. • Attempts to use idiomatic expressions appropriate to topic. • Speaks clearly and attempts accurate pronunciation. 	<ul style="list-style-type: none"> • Relies on basic vocabulary. • Speech is comprehensible in spite of mispronunciations. 	<ul style="list-style-type: none"> • Uses limited vocabulary. • Mispronunciations impede comprehensibility.
Structure	Makes few errors in the following areas: <ul style="list-style-type: none"> • verbs in utterances when necessary with appropriate subject-verb agreement • noun and adjective agreement • correct word order and article adjectives Errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
Cultural Appropriateness	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for a score of "1."

Conversion Chart

22-24	10	12-13	6	3-4	2
19-21	9	10-11	5	1-2	1
17-18	8	7-9	4		
14-16	7	5-6	3		

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: <ul style="list-style-type: none"> • 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... <ul style="list-style-type: none"> • 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;
AND
- **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.
- **Is articulated comprehensibly**, but with difficulty for certain sounds, or in certain positions or combinations.
- **Uses a variety of vocabulary that is appropriate to the situation and may expand or clarify meaning**, but there may be minor inaccuracies.
- **Is extended**, but may contain short, discrete responses.
- **Uses culturally correct gestures, social conventions, and/or idiomatic expressions when appropriate.**

Note: Each utterance does not have to satisfy all of the criteria articulated above in order to score two points. The quality of the utterance should be predominantly characterized by these descriptors.

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 “native,” 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 doesn’t/can’t 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 (15–20 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 doesn’t/can’t respond.

Speaking Situations Rubric

Place a check next to the appropriate statement that accurately reflects the student's performance. Circle the overall rate that represents the student's performance.

rate	check	A. Pronunciation and Comprehension
1		Pronunciation Fluency Comprehension
2		Consistently interferes with comprehension of the message Even with extraordinary effort on the part of the listener, understanding is difficult The student consistently fails to understand what is being said/asked
3		Pronunciation Fluency Comprehension
4		Often interferes with comprehension of the message An effort is required on the part of the listener to understand what is being said The student understands less than half of what is said/asked; repetition and rephrasing are often needed
5		Pronunciation Fluency
6		Comprehension
7		Only occasionally interferes with comprehension of the message Ideas are expressed without excessive pauses at a speed that may occasionally distract the listener
8		The student understands most of what is said/asked
9		Pronunciation Fluency Comprehension
10		Seldom interferes with comprehension of the message Ideas are expressed with few pauses at a speed that rarely distracts the listener The student has a good overall understanding of what is said/asked
9		Very rarely interferes with comprehension of the message Ideas are expressed without unnatural pauses and at a natural speed The student understands virtually everything that is said/asked

rate	check	B. Vocabulary and Grammar
1		Vocabulary Accuracy
2		The vocabulary is inadequate; there is no idiomatic feel Errors often interfere with the message
3		Vocabulary Accuracy
4		Uses a limited range of vocabulary; there are very few idiomatic expressions Errors at times interfere with message
5		Vocabulary
6		Accuracy
7		Uses a range of vocabulary appropriate to the theme under discussion; uses some idiomatic expressions Errors seldom interfere with the message
8		Vocabulary Accuracy
7		Uses a wide range of vocabulary appropriate to the theme under discussion; most expressions have an idiomatic feel to them Errors never interfere with the message

Score A _____

Score B _____

Final Score: _____

Storytelling Rubric

Place a check next to the appropriate statement that accurately reflects the student's performance. Circle the overall rate that represents the student's performance.

rate	check	A. Pronunciation and Comprehension
1		Pronunciation Fluency/pace Comprehension Consistently interferes with comprehension of the message Even with extraordinary effort on the part of the listener, understanding is difficult The student consistently fails to understand what is being read
2		
3		Pronunciation Fluency/pace Comprehension Often interferes with comprehension of the message An effort is required on the part of the listener to understand what is being said The student understands less than half of what is read; stops and repetitions are often needed
4		
5		Pronunciation Fluency/pace Comprehension Only occasionally interferes with comprehension of the message Sentences are read without excessive pauses at a speed that may occasionally distract the listener The student understands most of what is read
6		
7		Pronunciation Fluency/pace Comprehension Seldom interferes with comprehension of the message Sentences are read with few pauses at a speed that rarely distracts the listener The student has a good overall understanding of what is read
8		
9		Pronunciation Fluency/pace Comprehension Very rarely interferes with comprehension of the message Sentences are read without unnatural pauses and at a natural speed The student understands virtually everything that is read
10		

rate	check	B. Expression and Response
1		Tone of voice Audience's response Monochord, no expression Nonexistent, no eye contact, unresponsive/fidgety
2		
3		Tone of voice Audience's response Limited variations of expression Limited eye contact, somewhat responsive
4		
5		Tone of voice Audience's response Varied/appropriate expression Eye contact, audience is responsive
6		
7		Tone of voice Audience's response Wide range of expression Very responsive, anticipating, participating
8		

Score A _____

Score B _____

Final Score: _____

General Writing 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.

Content	Cohency
5 Contextually correct Almost error-free Genuine effort to write like a native speaker 4 Comprehensible, generally correct Occasional error 3 Frequent errors that confuse reader and require guessing at meaning Obvious translation from English that is difficult to follow 2 Errors interfere with comprehensibility 1 Most clauses contain errors Many phrases are incomprehensible Fails to communicate main ideas 0 No response Does not fit topic	5 Smooth flow Very good transition Appropriate punctuation 4 Good use of transition, flow Each clause fits within context 3 Choppy Visibly translated Comprehensible 2 Much use of English Many restatements of same information Uses language significantly below expected level 1 Inappropriate phrases, isolated words Uses unrelated vocabulary 0 Incomprehensible No response
Syntax	Vocabulary
5 No grammatical errors 4 Few syntax errors Minor errors that do not impede communication 3 Frequent errors 2 Many errors (agreement, verb forms) Errors in basic structures Errors impede communication 1 Most structures incorrect Constant use of infinitive; no conjugation Reader understands only because of past experience 0 No attempt Indecipherable or illegible response	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 Incomplete sentences or fragments Vocabulary repeated Inappropriate vocabulary 0 No attempt Totally irrelevant answer

Writing Rubric

Essays, Compositions, Letters, Journals, Stories, Reactions, Summaries

- 5 Well-organized and articulated. Most of this written piece is appropriate and comprehensible. Shows subject-verb agreement, noun-adjective agreement (number and gender), makes a conscious effort to use accents, very few spelling errors. Makes use of new vocabulary and structures. Attempts to use a wide range of vocabulary. Interesting to read.
- 4 Well-organized. Appropriate and comprehensible in most parts. Communication is not affected by interference from English. This piece contains more than a few grammatical errors in agreement, tense, accents, etc. Good use of vocabulary and structures.
- 3 Expresses some ideas on the topic. Elements are appropriate and comprehensible. Contains more than a few grammatical errors. No conscious effort to use accents. Adequate use of vocabulary but could use more new words and structures.
- 2 Not very well-organized and ideas are poorly expressed even though it may be comprehensible. Communication may be hindered by inadequate vocabulary and lack of proper use of irregular verb forms, spelling errors (accents lacking), and other basic errors.
- 1 This piece is not acceptable for Checkpoint C level.

Vocabulary

- 5 Very good vocabulary. Uses a wide range. Makes use of appropriate and new words and expressions. Interesting, creative response.
- 4 Good vocabulary. Makes use of appropriate words and some new lexical items. Generally good response.
- 3 Vocabulary is just adequate to respond. No attempt made to use a variety of expressions. Generally understood but limited to the very basic.
- 2 Inadequate vocabulary or incorrect use of lexical items, leading to a lack of communication.
- 1 Does not complete answers due to the lack of vocabulary. Answers tend to be one or two words in length.

Syntax

- 5 No grammatical errors.
- 4 One or two errors in structure. They are very minor and do not interfere with communication.
- 3 More than a few grammatical errors
- 2 Many errors in agreement (noun-adjective and number and gender), inappropriate verb forms used. These errors occur in structures that are basic at this level. Errors affect communication.
- 1 Most structures are incorrect. Constant use of the infinitive form of the verb, no evidence of knowledge of conjugation.

Checkpoint C Writing Rubric*

Dimension	The response: 4	3	2	1
Purpose/Task	Accomplishes the task; includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes some details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides few or no supporting details.
Organization The extent to which the response exhibits direction, shape, and coherence.	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentences and/or disconnected ideas.
Vocabulary	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.
Structure/Conventions • Subject-verb agreement • Tense • Noun-adjective agreement • Correct word order • Spelling/diacritical marks	<ul style="list-style-type: none"> Demonstrates a high degree of control of Checkpoint C structure/conventions: subject-verb agreement present, past, future ideas expressed as appropriate noun-adjective agreement correct word order spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some control of Checkpoint C structure/conventions:</p> <ul style="list-style-type: none"> subject-verb agreement present, past, future ideas expressed as appropriate noun-adjective agreement correct word order spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some control of Checkpoint C structures/conventions.</p> <p>Errors do hinder overall comprehensibility and/or there are numerous Checkpoint A/B errors.</p> <p>----- OR -----</p> <p>Demonstrates a high degree of control, but uses only Checkpoint A/B structures/conventions.</p>	<p>Demonstrates little control of Checkpoint C structures/conventions:</p> <ul style="list-style-type: none"> subject-verb agreement present, past, future ideas expressed as appropriate noun-adjective agreement correct word order spelling/diacritical marks <p>Errors impede overall comprehensibility of passage.</p>

Word Count: 100+ words = 2 points, 50–99 = 1 point, <50 = 0 points

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."

If a paper scores a zero on purpose/task, the entire response receives a zero.

* Modified Checkpoint A/B Rubric <see Writing Checklist>

Conversion Chart

17 - 18 = 8	11 - 12 = 5	4 - 5 = 2
15 - 16 = 7	8 - 10 = 4	2 - 3 = 1
13 - 14 = 6	6 - 7 = 3	0 - 1 = 0

Total Raw Score _____ Total Score _____

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 definition holds even when words are grammatically incorrect.

Example: *à 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 students do not use salutations or closings.)
- Commonly used abbreviations in target language are counted.

French	German	Italian	Spanish
<i>Île St. Louis</i> = 3 words <i>La Tour Eiffel</i> = 3 words <i>La Eiffel Tower</i> = 2 words <i>Paris</i> = 1 word <i>L'hôpital</i> = 1 word <i>Jacques</i> = 0 words <i>des États-Unis</i> = 2 words <i>les Galleries Lafayettes</i> = 3 words <i>J'ai</i> = 1 word (verb contractions = 1 word)	<i>Josef</i> = 0 words <i>Auf Wiedersehen</i> = 2 words <i>Wie geht's</i> = 2 words <i>Deutschland</i> = 1 word <i>München</i> = 1 word <i>Marktplatz</i> = 1 word <i>Fanta</i> = 1 word <i>Sprite</i> = 0 words	<i>Giuseppe</i> = 0 words <i>Il Colosseo</i> = 2 words <i>Venezia</i> = 1 word <i>nell'aula</i> = 1 word <i>la Coca-cola</i> = 1 word <i>fare lo shopping</i> = 3 words <i>all'una</i> = 1 word <i>alle tre</i> = 2 words <i>d'estate</i> = 1 word <i>in primavera</i> = 2 words	<i>Nueva York</i> = 2 words <i>el Corte Inglés</i> = 3 words <i>La Universidad de Salamanca</i> = 4 words <i>José</i> = 0 words <i>La Torre Pendente</i> = 3 words

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task <ul style="list-style-type: none">• Accomplishes the task• Includes details• Connects ideas to task/purpose					
Organization <ul style="list-style-type: none">• Exhibits a logical and coherent sequence• Has a beginning, middle, and end• Makes smooth transitions					
Vocabulary <ul style="list-style-type: none">• Includes a variety of vocabulary• Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) <ul style="list-style-type: none">• Subject-verb agreement• Present, past, future ideas expressed as appropriate• Noun-adjective agreement• Correct word order• Spelling/diacritical marks					
Word Count <ul style="list-style-type: none">• Comprehensible• In target language			100 +	50 99	<50

Conversion Chart		
Raw Score	=	Total Score
17-18	=	8
15-16	=	7
13-14	=	6
11-12	=	5
8-10	=	4
6-7	=	3
4-5	=	2
2-3	=	1
0-1	=	0

Total Raw Score

Final Task Score

Using the conversion chart

By applying the rubric, compute the raw score for each writing task. Find that raw score on the conversion chart, which creates a score of up to 8 points. Add the two scores (one score from each of the two tasks) together and record this total score (up to 16 points) on the answer booklet.