

Appendix E: Assessment Blackline Masters

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Self-assessment Checklist

Nombre: Louis

Grado: 3

Fecha: el 2 de abril

| <i>Yo puedo ...</i> | <i>Sí</i> | <i>No Todavía</i> |
|--|-----------|-----------------------|
| talk about how Spanish and English words are sometimes similar | ✓ | |
| tell when someone has not understood what I have said | ✓ | |
| use gestures to help make myself understood | ✓ | |
| ask for help when I am stuck | ✓ | |
| make mistakes in Spanish and not get discouraged | | ✓ |
| check my work over to fix mistakes | | ✓ |
| | | |
| | | |

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Self-assessment Rating Scale

Nombre: Sophia

Grado: 3

Fecha: el 22 de abril

| <i>Yo puedo ...</i> | <i>Nunca</i> | <i>A Veces</i> | <i>Normalmente</i> | <i>Siempre</i> |
|------------------------------|--------------|----------------|--------------------|----------------|
| • tell someone I'm happy | ● | ● | ● | ● |
| • tell someone I'm sad | ● | ● | ● | ● |
| • tell someone I'm angry | ● | ● | ● | ● |
| • tell someone I'm tired | ● | ● | ● | ● |
| • show someone I'm surprised | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |

Note: All criteria in this sample address outcome A–2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

Nombre:

Grado:

Fecha:

| <i>Yo puedo ...</i> | <i>Nunca</i> | <i>A Veces</i> | <i>Normalmente</i> | <i>Siempre</i> |
|---------------------|--------------|----------------|--------------------|----------------|
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |
| • _____ _____ | • | • | • | • |

Peer-assessment Checklist

| | | | | | |
|---------------------------------|---------|-------------------|---------------------|---------------|------------------|
| Nombre: | Nicole | Grado: | 3 | Fecha: | el 14 de febrero |
| Nombre del compañero(a): | Janelle | Actividad: | Poema con el nombre | | |

| Mi compañero(a) puede... | Sí | No Todavía |
|---|-----------|-------------------|
| write a descriptive word in Spanish for each letter in her name | ✓ | |
| write descriptive words that are positive and describe her well | ✓ | |
| use a dictionary and the word walls to find words to use | ✓ | |
| use a dictionary to check the spelling of the words she used | | ✓ |
| draw pictures that match the descriptive words she used | ✓ | |

Me gusta: you picked really good Spanish words to describe yourself—some of them were from our new vocabulary list.

Tú puedes mejorar en: check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

| | | |
|---------------------------------|-------------------|---------------|
| <i>Nombre:</i> | <i>Grado:</i> | <i>Fecha:</i> |
| <i>Nombre del compañero(a):</i> | <i>Actividad:</i> | |

| <i>Mi compañero(a) puede ...</i> | <i>Sí</i> | <i>No Todavía</i> |
|----------------------------------|-----------|-----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Me gusta: _____

Tú puedes mejorar en: _____

Self-assessment Checklist and Goal Setting

| | | |
|--------------------|-----------------|--------------------------------|
| Nombre: Tah | Grado: 3 | Fecha: el 1º de febrero |
|--------------------|-----------------|--------------------------------|

| <i>Yo puedo ...</i> | <i>Sí</i> | <i>No Todavía</i> | What I am going to do next ... |
|-----------------------------------|-----------|-----------------------|--|
| say hello and goodbye | ✓ | | Say hello and goodbye in Spanish to at least three people each day. |
| listen to other people's opinions | ✓ | | Write down the opinion of one person from my group in my learning log. |
| sing " <i>Feliz Cumpleaños</i> " | | ✓ | Sing " <i>Feliz Cumpleaños</i> " to my grandma at her birthday party. |
| say the alphabet | ✓ | | Say the alphabet three times in a row without making any mistakes. |
| get along with group members | ✓ | | Make sure that everyone has a chance to speak next time we work in groups. |
| | | | |
| | | | |
| | | | |

Note: This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

| | | |
|----------------|---------------|---------------|
| <i>Nombre:</i> | <i>Grado:</i> | <i>Fecha:</i> |
|----------------|---------------|---------------|

| <i>Yo puedo ...</i> | <i>Sí</i> | <i>No Todavía</i> | <i>What I am going to do next ...</i> |
|---------------------|-----------|-----------------------|---------------------------------------|
| | | | |
| | | | |
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| | | | |

Long-term Goal Setting

Nombre: Douglas

Grado: 3

Fecha: el 1º de febrero

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Spanish.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Mexico.

To achieve this goal, I will: research Mexico on the Internet and ask my neighbour, Mrs. Gonzales, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Mexico and, maybe, showing a movie.

My parents can help me by: buying me a book on Mexico for my birthday and taking me to Mexico on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

Nombre:

Grado:

Fecha:

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me by: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me by: _____

My parents can help me by: _____

Anecdotal Notes

| Student Name | Date | Activity | Outcome | Yes | Not Yet | Comments |
|--------------|---------|-----------------------------|---|-----|---------|--|
| Michel | Jan. 8 | Simon Says | 6.2 Language Competence/listening—listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations (Grade 3) | | ✓ | Seemed to understand the directions but mixed up some body parts. |
| Josh | Jan. 8 | Simon Says | 6.2 Language Competence/listening—listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations (Grade 3) | | ✓ | Made some errors, followed some commands correctly; will do more review of vocabulary. |
| Ali | Jan. 15 | Go Fish card game | 5.2 Encourage, Support and Work with Others/cooperate with others—cooperate in a variety of partnership and group structures (Grade 3) | ✓ | | Consistently and accurately used turn-taking vocabulary. |
| Janna | Jan. 15 | Small group discussion | 5.2 Encourage, Support and Work with Others/cooperate with others—cooperate in a variety of partnership and group structures (Grade 3) | | ✓ | Sometimes acted out of turn and spoke when others were talking. |
| Marika | Jan. 17 | Small group discussion | 5.2 Encourage, Support and Work with Others/cooperate with others—cooperate in a variety of partnership and group structures (Grade 3) | | ✓ | Unproductive and acted out of turn today. Will discuss with her after class. Check again next class. |
| Marika | Jan. 25 | Small group discussion | 6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in various situations in the classroom and school environment (Grade 3) | ✓ | | New group, much better today. More effort and focus. |
| Michel | Jan. 25 | Body part vocabulary review | 6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in various situations in the classroom and school environment (Grade 3) | ✓ | | Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning. |

Note: This Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

| Student Name | Date | Activity | Outcome | Yes | Not Yet | Comments |
|--------------|------|----------|---------|-----|---------|----------|
| | | | | | | |
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Observation Checklist

| Student | Date | Activity | Outcome | Student demonstrates that he or she has met the outcome. | |
|---------|----------|--|--|--|---------|
| Leesa | Sept. 23 | Singing traditional Spanish songs | 7.1 Self-identify/valuing Spanish language and culture—recognize and appreciate various elements of Spanish language and culture (Grade 3) | Yes | Not Yet |
| Marc | Sept. 23 | Singing traditional Spanish songs | 7.1 Self-identify/valuing Spanish language and culture—recognize and appreciate various elements of Spanish language and culture (Grade 3) | Yes | Not Yet |
| Andreas | Sept. 23 | Singing traditional Spanish songs | 7.1 Self-identify/valuing Spanish language and culture—recognize and appreciate various elements of Spanish language and culture (Grade 3) | Yes | Not Yet |
| Su Mei | Oct. 1 | Singing the alphabet song | 6.1 Use, in structured oral and written situations, all elements of the sound–symbol system (Grade 3) | Yes | Not Yet |
| Jack | Oct. 1 | Singing the alphabet song | 6.1 Use, in structured oral and written situations, all elements of the sound–symbol system (Grade 3) | Yes | Not Yet |
| Ali | Oct. 10 | Playing the alphabet game | 6.1 Use, in structured oral and written situations, all elements of the sound–symbol system (Grade 3) | Yes | Not Yet |
| Maya | Oct. 10 | Playing the alphabet game | 6.1 Use, in structured oral and written situations, all elements of the sound–symbol system (Grade 3) | Yes | Not Yet |
| Philip | Oct. 10 | Playing the alphabet game | 6.1 Use, in structured oral and written situations, all elements of the sound–symbol system (Grade 3) | Yes | Not Yet |
| Simone | Oct. 25 | Creating a personal dictionary organized by the alphabet | 6.4 Language Learning Strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries place new words or expressions in a context to make them easier to remember (Grade 3) | Yes | Not Yet |
| Nour | Oct. 27 | Creating a personal dictionary organized by the alphabet | 6.4 Language Learning Strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries place new words or expressions in a context to make them easier to remember (Grade 3) | Yes | Not Yet |

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

Observation Checklist

| Student | Date | Activity | Outcome | Student demonstrates that he or she has met the outcome. | |
|---------|------|----------|---------|--|---------|
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |
| | | | | Yes | Not Yet |

Checklist and Comments 1

| | | |
|-----------------|--------------------|-------------------------------------|
| Grade: 1 | Date: May 3 | Activity: Individual Q and A |
|-----------------|--------------------|-------------------------------------|

Specific Outcome: 6.5 Language Use Strategies/interactive—use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate

| Student Names: | Has met the outcome: | |
|-------------------|-------------------------------------|-------------------------------------|
| | Yes | Not Yet |
| • <u>Jan</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Al</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Freddie</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Kevin</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • <u>Marissa</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • <u>Su Mei</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Abe</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • <u>Elise</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Nour</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Benjamin</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Lydia</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • <u>Franco</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Spanish; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 1

| | | |
|--------|-------|-----------|
| Grade: | Date: | Activity: |
|--------|-------|-----------|

Specific Outcome: _____

| Student Names: | Has met the outcome: | |
|----------------|--------------------------|--------------------------|
| | Yes | Not Yet |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Notes for future planning: _____

Checklist and Comments 2

| | | |
|-----------------|------------------------|--|
| Grade: 3 | Date: October 5 | Activity: Telephone conversations (invitations) |
|-----------------|------------------------|--|

Specific Outcome(s): 6.3 Sociocultural/Sociolinguistic Competence/register—recognize that some topics, words or intonations are inappropriate in certain contexts

| | | |
|---|-------------------------------------|-------------------------------------|
| Lance _____ can: (Student name) | | |
| | Yes | Not Yet |
| • invite a friend to do something | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • accept and reject an invitation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • pronounce words comprehensibly | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • use intonation to express inquiry | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • use appropriate vocabulary related to hobbies and invitations | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| Done well: Seems to have a good understanding of the vocabulary. | | |
| Could improve: Seems not to understand intonation and how it can affect meaning. | | |
| <p>Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.</p> | | |

Checklist and Comments 2

| | | |
|--------|-------|-----------|
| Grade: | Date: | Activity: |
|--------|-------|-----------|

Specific Outcome(s): _____

| | | |
|------------------------------|--------------------------|--------------------------|
| _____ can: (Student name) | Yes | Not Yet |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| • _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| Done well: _____ | | |
| _____ | | |
| _____ | | |
| Could improve: _____ | | |
| _____ | | |
| _____ | | |

Rating Scale 1

| | | |
|-----------------|-----------------------|---|
| Grade: K | Date: March 10 | Activity: Group classroom scavenger hunt |
|-----------------|-----------------------|---|

Specific Outcome: 5.2 Encourage, Support and Work with Others/cooperate with others—participate in group activities

| Student meets the outcome: | | | | |
|----------------------------|-------|-----------|---------|--------|
| Student Names: | Never | Sometimes | Usually | Always |
| • <u>Jeremy</u> | ● | ● | ● | ● |
| • <u>David</u> | ● | ● | ● | ● |
| • <u>Raj</u> | ● | ● | ● | ● |
| • <u>Sunita</u> | ● | ● | ● | ● |
| • <u>Alicia</u> | ● | ● | ● | ● |
| • <u>Kendra</u> | ● | ● | ● | ● |
| • <u>Taylor</u> | ● | ● | ● | ● |
| • <u>Billy</u> | ● | ● | ● | ● |
| • <u>Dimitri</u> | ● | ● | ● | ● |
| • <u>Kim</u> | ● | ● | ● | ● |
| • <u>Tran</u> | ● | ● | ● | ● |
| • <u>Frida</u> | ● | ● | ● | ● |
| • <u>Tim</u> | ● | ● | ● | ● |
| • <u>Tania</u> | ● | ● | ● | ● |
| • <u>George</u> | ● | ● | ● | ● |
| • <u>Lilly</u> | ● | ● | ● | ● |
| • <u>Hannah</u> | ● | ● | ● | ● |
| • <u>Wes</u> | ● | ● | ● | ● |

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

Rating Scale 2

| | | |
|-----------------|--------------------------|----------------------------------|
| Grade: 2 | Date: November 12 | Activity: Unit: My Family |
|-----------------|--------------------------|----------------------------------|

Specific Outcome(s): 1.1 Discover and Explore/experiment with language;
 3.2 Select and Process/identify personal and peer knowledge; 6.1 Linguistic Elements/lexicon; 6.2 Language Competence/writing; 6.5 Language Use strategies/productive

Student Name: Tania

| Criteria: | Never | Sometimes | Usually | Always |
|--|-------|-----------|---------|--------|
| • was able to share basic information about his or her family | ● | ○ | ● | ● |
| • identified the people in his or her family correctly | ● | ● | ○ | ● |
| • used words relevant to the family correctly | ● | ○ | ● | ● |
| • wrote words and phrases clearly and correctly | ● | ○ | ● | ● |
| • used a dictionary to find new words related to the family | ○ | ● | ● | ● |
| • used illustrations to provide relevant details about his or her family | ● | ● | ○ | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |
| • _____ | ● | ● | ● | ● |

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

Rating Scale 2

| | | |
|--------|-------|-----------|
| Grade: | Date: | Activity: |
|--------|-------|-----------|

Specific Outcome(s): _____

Student Name: _____

| Criteria: | Never | Sometimes | Usually | Always |
|------------------|-------|-----------|---------|--------|
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |
| • _____ _____ | ● | ● | ● | ● |

Rating Scale 3

| | | |
|-----------------|-----------------------|--|
| Grade: 3 | Date: March 10 | Activity: Reading out some familiar words |
|-----------------|-----------------------|--|

Specific Outcome(s): 6.1 Linguistic Elements/sound-symbol system—use, in structured oral and written situations, all elements of the sound-symbol system

Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

| Name of Student: | | Name of Student: | |
|------------------|---------|------------------|---------|
| Saresh | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Derek | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Crystal | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Dakota | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Ellen | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Troy | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Jonathan | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Sam | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Jim | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Sal | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Rebecca | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Steven | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Janice | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Tran | ★ ★ ★ ★ | | ★ ★ ★ ★ |
| Polly | ★ ★ ★ ★ | | ★ ★ ★ ★ |

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rubric (Grade 3)

| | | |
|---------------------|-------------------------|--|
| Name: Jeanne | Date: October 17 | Activity: Conversation—making plans with a friend |
|---------------------|-------------------------|--|

| Outcome | Excellent | Very Good | Acceptable | Limited |
|--|--|--|---|--|
| 6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions | Consistently understands and uses a variety of simple idiomatic expressions as set phrases. | Frequently understands and uses a variety of simple idiomatic expressions as set phrases. | Sometimes understands and uses a variety of simple idiomatic expressions as set phrases. | Rarely understands and uses a variety of simple idiomatic expressions as set phrases. |
| 6.3 Sociocultural/ Sociolinguistic Competence – variations in language | Consistently accepts individual differences in speech. | Frequently accepts individual differences in speech. | Sometimes accepts individual differences in speech. | Rarely accepts individual differences in speech. |
| 6.3 Sociocultural/ Sociolinguistic Competence – social conventions | Consistently uses appropriate oral forms of address for people frequently encountered. | Frequently uses appropriate oral forms of address for people frequently encountered. | Sometimes uses appropriate oral forms of address for people frequently encountered. | Rarely uses appropriate oral forms of address for people frequently encountered. |

Note: This Rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.

Rubric

| | | |
|--------------|--------------|------------------|
| Name: | Date: | Activity: |
|--------------|--------------|------------------|

| Outcome | Excellent | Very Good | Acceptable | Limited |
|---------|-----------|-----------|------------|---------|
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Rubric and Checklist (Grade 3)

| | | |
|--------------------|--------------------------|---|
| Name: Ellen | Date: November 14 | Activity: Telephone Conversation |
|--------------------|--------------------------|---|

| Outcome | Excellent | Very Good | Acceptable | Limited |
|--|--|--|---|--|
| 6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions | Consistently understands and uses a variety of simple idiomatic expressions as set phrases. | Frequently understands and uses a variety of simple idiomatic expressions as set phrases. | Sometimes understands and uses a variety of simple idiomatic expressions as set phrases. | Rarely understands and uses a variety of simple idiomatic expressions as set phrases. |
| 6.3 Sociocultural/ Sociolinguistic Competence – variations in language | Consistently accepts individual differences in speech. | Frequently accepts individual differences in speech. | Sometimes accepts individual differences in speech. | Rarely accepts individual differences in speech. |
| 6.3 Sociocultural/ Sociolinguistic Competence – social conventions | Consistently uses appropriate oral forms of address for people frequently encountered. | Frequently uses appropriate oral forms of address for people frequently encountered. | Sometimes uses appropriate oral forms of address for people frequently encountered. | Rarely uses appropriate oral forms of address for people frequently encountered. |

Work habits

- | | |
|---|---|
| <input type="checkbox"/> worked independently | <input type="checkbox"/> worked with some assistance |
| <input type="checkbox"/> worked with minimal assistance | <input type="checkbox"/> required constant supervision and assistance |

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

| | | |
|--------------|--------------|------------------|
| Name: | Date: | Activity: |
|--------------|--------------|------------------|

| Outcome | Excellent | Very Good | Acceptable | Limited |
|---------|-----------|-----------|------------|---------|
| | | | | |
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| | | | | |

Work habits

| | |
|--|---|
| <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance | <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance |
|--|---|

