

## Appendix E: Assessment Blackline Masters

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## Self-assessment Checklist

**Nombre:** Louis

**Grado:** 6

**Fecha:** el 2 de abril

Yo puedo ...	Sí	No Todavía
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 Checklist

<b>Nombre:</b>	<b>Grado:</b>	<b>Fecha:</b>
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<i>Yo puedo ...</i>	<i>Sí</i>	<i>No Todavía</i>

# Self-assessment Rating Scale

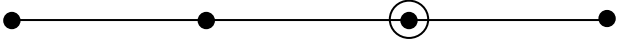

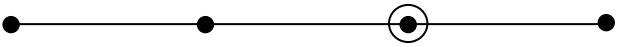
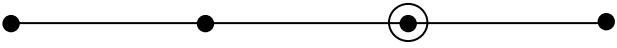
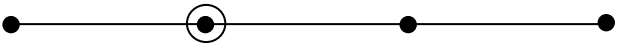
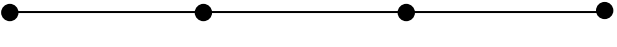
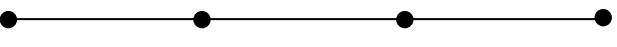
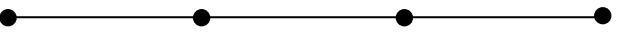
**Nombre:** Sophia

**Grado:** 5

**Fecha:** el 22 de abril

**Yo puedo ...**

*Nunca      A Veces      Normalmente      Siempre*

- decirle a alguien que estoy feliz 
- decirle a alguien que estoy triste 
- decirle a alguien que estoy enojada 
- decirle a alguien que estoy cansada 
- demostrarle a alguien que estoy sorprendida 
- \_\_\_\_\_ 
- \_\_\_\_\_ 
- \_\_\_\_\_ 

**Note:** 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

<b>Nombre:</b>	<b>Grado:</b>	<b>Fecha:</b>
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<i>Yo puedo ...</i>	<i>Nunca</i>	<i>A Veces</i>	<i>Normalmente</i>	<i>Siempre</i>
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•

## Peer-assessment Checklist

<b>Nombre:</b>	Nicole	<b>Grado:</b>	4	<b>Fecha:</b>	el 14 de febrero
<b>Nombre del compañero(a):</b>	Janelle	<b>Actividad:</b>	Poema con el nombre		

<b>Mi compañero(a) puede...</b>	<b>¡Sí!</b>	<b>No Todavía</b>
Escribir una palabra descriptiva para cada letra de su nombre	✓	
Escribir palabras descriptivas y positivas (auténticas) y que la describen bien	✓	
Usar un diccionario y la lista de palabras para encontrar palabras que se puedan usar	✓	
Usar un diccionario para verificar que las palabras están bien escritas		✓
Dibujar ilustraciones que van con las palabras usadas	✓	

**Me gusta:** has escogido muy buenas palabras para representarte—algunas fueron de nuestra nueva lista de palabras.

**Tú puedes mejorar en:** verificando la ortografía con un diccionario o en la lista de vocabulario. Hemos escrito muchas de estas palabras en nuestro Learning Log.

**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

<b>Nombre:</b>	<b>Grado:</b>	<b>Fecha:</b>
<b>Nombre del compañero(a):</b>	<b>Actividad:</b>	

<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

<b>Nombre:</b> Tah	<b>Grado:</b> 4	<b>Fecha:</b> el 1 de febrero
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Yo puedo ...	Sí	No Todavía	What I am going to do next ...
Decir hola y adiós	✓		Decirle hola y adiós en español a 3 personas cada día
Escuchar las opiniones de mis compañeros	✓		Escribir la opinión de una persona de mi grupo en mi Log Book
Cantar " <i>Feliz Cumpleaños</i> "		✓	Cantarle " <i>Feliz Cumpleaños</i> " a mi abuela durante su fiesta
Decir el alfabeto	✓		Decir el alfabeto 3 veces seguidas sin errores
Cooperar con miembros de mi grupo	✓		La próxima vez, tenemos que asegurarnos de que cada miembro del grupo tiene la oportunidad de hablar

**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

<b>Nombre:</b>	<b>Grado:</b>	<b>Fecha:</b>
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<b>Yo puedo ...</b>	<b>Sí</b>	<b>No Todavía</b>	<b>What I am going to do next ...</b>

## Long-term Goal Setting

**Nombre:** Douglas

**Grado:** 4

**Fecha:** *el 1º de febrero*

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### Objetivo: #1

**Al fin de este trimestre, quiero:** saber preguntar direcciones en español.

**Para alcanzar este objetivo, necesito:** buscar las palabras que necesito saber y preparar un diálogo para presentarlo con un amigo.

**Mi maestro me puede ayudar:** ayudándome con la pronunciación y que diga bien las palabras. ¿Quizás hay un video que puedo ver?

**Mis padres me pueden ayudar:** practicando el diálogo conmigo en casa.

### Objetivo: #2

**Al fin de este trimestre, quiero:** aprender más acerca de la vida en México.

**Para alcanzar este objetivo, necesito:** buscar información sobre México en el Internet y preguntarle a mi vecina, la Sra. González, como es la vida en México.

**Mi maestra me puede ayudar:** trayendo libros y fotos de México y presentando una película.

**Mis padres me puedan ayudar:** comprando un libro de México para mi cumpleaños – ¡y llevarme a México de vacaciones!

**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

<b>Nombre:</b>	<b>Grado:</b>	<b>Fecha:</b>
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### 1<sup>er</sup> Objetivo:

Al final de este trimestre me gustaría: \_\_\_\_\_

\_\_\_\_\_

Para alcanzar este objetivo voy a: \_\_\_\_\_

\_\_\_\_\_

Mi maestro/a puede ayudarme a: \_\_\_\_\_

\_\_\_\_\_

Mis padres pueden ayudarme a: \_\_\_\_\_

\_\_\_\_\_

### 2<sup>o</sup> Objetivo:

Al final de este trimestre me gustaría: \_\_\_\_\_

\_\_\_\_\_

Para alcanzar este objetivo voy a: \_\_\_\_\_

\_\_\_\_\_

Mi maestro/a puede ayudarme a: \_\_\_\_\_

\_\_\_\_\_

Mis padres pueden ayudarme a: \_\_\_\_\_

\_\_\_\_\_

## Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Tortilla making	6.2 Language Competence/listening—listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Tortilla making	6.2 Language Competence/listening—listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Cooperative group language	5.2 Encourage, Support and Work with Others/ cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	5.2 Encourage, Support and Work with Others/ cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	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—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	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—experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts (Grade 4)	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Sharing circle	6.1 Linguistic Elements/lexicon—experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts (Grade 4)	✓		Improved use and understanding of vocabulary.

**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

## 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-identity/valuing Spanish and the cultures of the Spanish-speaking world—recognize and appreciate various elements of language and culture (Grade 4)	Yes	Not Yet
Marc	Sept. 23	Singing traditional Spanish songs	7.1 Self-identity/valuing Spanish and the cultures of the Spanish-speaking world —recognize and appreciate various elements of language and culture (Grade 4)	Yes	Not Yet
Andreas	Sept. 23	Singing traditional Spanish songs	7.1 Self-identity/valuing Spanish and the cultures of the Spanish-speaking world —recognize and appreciate various elements of language and culture (Grade 4)	Yes	Not Yet
Su Mei	Oct. 1	Word study	6.1 Linguistic Elements/sound–symbol system—consistently use, in structured situations, all elements of the sound–symbol system (Grade 4)	Yes	Not Yet
Jack	Oct. 1	Word study	6.1 Linguistic Elements/sound–symbol system—consistently use, in structured situations, all elements of the sound–symbol system (Grade 4)	Yes	Not Yet
Ali	Oct. 10	Secret word game	6.1 Linguistic Elements/sound–symbol system—consistently use, in structured situations, all elements of the sound–symbol system (Grade 4)	Yes	Not Yet
Maya	Oct. 10	Secret word game	6.1 Linguistic Elements/sound–symbol system—consistently use, in structured situations, all elements of the sound–symbol system (Grade 4)	Yes	Not Yet
Philip	Oct. 10	Secret word game	6.1 Linguistic Elements/sound–symbol system—consistently use, in structured situations, all elements of the sound–symbol system (Grade 4)	Yes	Not Yet
Simone	Oct. 25	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task (Grade 4)	Yes	Not Yet
Nour	Oct. 27	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task (Grade 4)	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

<b>Grade:</b> 4	<b>Date:</b> May 3	<b>Activity:</b> Individual Q and A
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**Specific Outcome:** 6.5 Language Use Strategies/interactive—identify and use a variety of interactive strategies; e.g., use other speakers’ words in subsequent conversations

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:
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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"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Checklist and Comments 2

<b>Grade:</b> 4	<b>Date:</b> October 5	<b>Activity:</b> Telephone conversations (invitations)
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**Specific Outcome(s):** 6.3 Sociolinguistic/Sociocultural Elements/register— experiment with formal and informal uses of language in familiar contexts

<b>Lance _____ can:</b> (Student name)		
	<b>Yes</b>	<b>Not Yet</b>
• 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.

**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.

## Checklist and Comments 2

Grade:	Date:	Activity:
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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"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		
_____		
_____		
_____		
Could improve: _____		
_____		
_____		

## Rating Scale 1

<b>Grade:</b> 4	<b>Date:</b> March 10	<b>Activity:</b> Group classroom scavenger hunt
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**Specific Outcome:** 5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly

Student Names:	Student meets the outcome:			
	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

<b>Grade:</b> 4	<b>Date:</b> November 12	<b>Activity:</b> Unit: My Family
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**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

<b>Grade:</b> 4	<b>Date:</b> March 10	<b>Activity:</b> Reading out some familiar words
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**Specific Outcome(s):** 6.1 Linguistic Elements/sound–symbol system—consistently use, in structured 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 4)

<b>Name:</b> Jeanne	<b>Date:</b> October 17	<b>Activity:</b> Conversation—making plans with a friend
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Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociolinguistic/ Sociocultural Elements – idiomatic expressions	<b>Consistently</b> understands and uses learned idiomatic expressions in new contexts.	<b>Frequently</b> understands and uses learned idiomatic expressions in new contexts.	<b>Sometimes</b> understands and uses learned idiomatic expressions in new contexts.	<b>Rarely</b> understands and uses learned idiomatic expressions in new contexts.
6.3 Sociolinguistic/ Sociocultural Elements – variations in language	<b>Consistently</b> experiences a variety of accents and variations in speech.	<b>Frequently</b> experiences a variety of accents and variations in speech.	<b>Sometimes</b> experiences a variety of accents and variations in speech.	<b>Rarely</b> experiences a variety of accents and variations in speech.
6.3 Sociolinguistic/ Sociocultural Elements – social conventions	<b>Consistently</b> recognizes verbal behaviours that are considered impolite.	<b>Frequently</b> recognizes verbal behaviours that are considered impolite.	<b>Sometimes</b> recognizes verbal behaviours that are considered impolite.	<b>Rarely</b> recognizes verbal behaviours that are considered impolite.

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

# Rubric

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
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Outcome	Excellent	Very Good	Acceptable	Limited

## Rubric and Checklist (Grade 4)

<b>Name:</b> Ellen	<b>Date:</b> November 14	<b>Activity:</b> Telephone Conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociolinguistic/ Sociocultural Elements – idiomatic expressions	<b>Consistently</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Frequently</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Sometimes</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Rarely</b> understands and uses a variety of simple idiomatic expressions as set phrases.
6.3 Sociolinguistic/ Sociocultural Elements – variations in language	<b>Consistently</b> accepts individual differences in speech.	<b>Frequently</b> accepts individual differences in speech.	<b>Sometimes</b> accepts individual differences in speech.	<b>Rarely</b> accepts individual differences in speech.
6.3 Sociolinguistic/ Sociocultural Elements – social conventions	<b>Consistently</b> uses appropriate oral forms of address for people frequently encountered.	<b>Frequently</b> uses appropriate oral forms of address for people frequently encountered.	<b>Sometimes</b> uses appropriate oral forms of address for people frequently encountered.	<b>Rarely</b> 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

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
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Outcome	Excellent	Very Good	Acceptable	Limited

**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
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