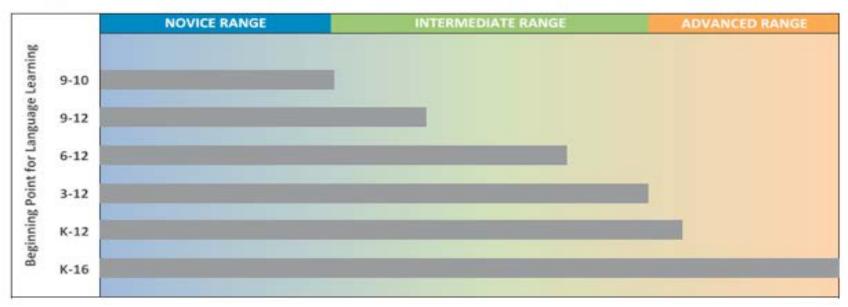**The following rubrics are offered as examples and are provided courtesy of the Thompson School District, Loveland, Colorado.**

<u>Important Things to Consider Before Using the Rubric Examples</u>
➢ These rubrics are based on what the student can do with the language.
➢ The student must sustain performance at a proficiency range all of the time to be rated at that level.
➢ The "Meets Expectations" category is the targeted proficiency range for that rubric.
➢ Use the chart below to select the appropriate rubric.

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE

This language development chart is based on 50 minutes of instruction 5 days a week over consecutive semesters.

Rubric examples and converstion chart provided by the Thompson School District
Chart provided by the ACTFL Performance Descriptors for Language:
http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf

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TSD WL Interpersonal Speaking Levels 1 – 2   Targeted Range Novice-Mid

	Exceeds Expectations Novice-High: 8, 7	Meets Expectations Novice-Mid: 6, 5	Approaches Expectations Novice-Low: 4, 3	Below Expectations Novice-Low: 2, 1	Total
Task **How well do I complete the task?**	• I complete the task by using a variety of learned statements and questions. • I respond fully and appropriately to all or almost all parts of the prompt. • My ideas are supported with examples and elaboration.	• I complete the task by using some simple learned statements/questions. • I respond adequately to most parts of the prompt. • My ideas are supported with some examples.	• I complete the task by using memorized words and high frequency phrases. • I respond inadequately to some parts of the prompt. • My ideas are supported with few examples.	• I complete the task by using only a few very basic memorized words. • I respond inadequately to most parts of the prompt. • My ideas are not supported with examples.	
Comprehensibility **How well do others understand me?**	• I can be easily understood. • The message is clear.	• I can be understood. • The message is mostly clear.	• I can be somewhat understood. • The message is partially clear.	• I can be understood only with great effort. • The message is not clear.	
Comprehension **How well do I understand others?**	• I can understand a variety of simple questions and answers. • I sometimes need repetition.	• I can understand some simple questions and answers. • I often need repetition.	• I can understand memorized words and some high frequency phrases. • I often need repetition.	• I can only understand a few basic memorized words. • I always need repetition.	
Vocabulary Use **How extensive and applicable is my vocabulary?**	• I consistently use extensive vocabulary to complete the task.	• I use adequate vocabulary to complete the task.	• I use limited and/or repetitive vocabulary.	• I use extremely limited and/or repetitive vocabulary. • My native language interferes.	
Language Control **How accurate is my language?**	• I correctly use grammatical structures appropriate to the task most of the time. • Errors do not interfere.	• I use grammatical structures appropriate to the task some of the time. • Errors occasionally interfere.	• I rarely use grammatical structures appropriate to the task. • Errors frequently interfere.	• I do not use grammatical structures appropriate to the task. • Errors usually interfere.	
Fluency/Communication Strategies **How well do I keep the conversation going?**	• I keep the conversation going with a few pauses. • I often ask for clarification.	• I keep the conversation going with some pauses. • I sometimes ask for clarification.	• I have some difficulty keeping the conversation going. • I have frequent pauses.	• I do not keep the conversation going. • I have many long pauses.	

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WL Interpersonal Writing Levels Targeted Range-Novice-Mid

	Exceeds Expectations Novice-High: 8, 7	Meets Expectations Novice-Mid: 6, 5	Approaches Expectations Novice-Low: 4, 3	Below Expectations Novice-Low: 2, 1	Total
Task How well do I complete the task?	• I complete the task by using a variety of learned statements and questions. • I respond fully and appropriately to all or almost all parts of the prompt.	• I complete the task by using some simple learned statements and questions. • I respond adequately to most parts of the prompt.	• I complete the task by using memorized words and high frequency phrases. • I respond inadequately to some parts of the prompt.	• I complete the task by using only a few very basic memorized words. • I respond inadequately to most parts of the prompt.	
Comprehensibility How well does the audience understand me?	• I can be easily understood. • The message is clear.	• I can be understood. • The message is mostly clear.	• I can be somewhat understood. • The message is partially clear.	• I can be understood only with great effort. • The message is not clear.	
Vocabulary Use How extensive and applicable is my vocabulary?	• I consistently use extensive vocabulary to complete the task.	• I use adequate vocabulary to complete the task.	• I use limited and/or repetitive vocabulary.	• I use extremely limited and/or repetitive vocabulary. • My native language interferes.	
Language Control How accurate are my grammatical structures?	• I correctly use grammatical structures appropriate to the task most of the time. • Errors do not interfere.	• I use grammatical structures appropriate to the task some of the time. • Errors occasionally interfere.	• I rarely use grammatical structures appropriate to the task. • Errors frequently interfere.	• I do not use grammatical structures appropriate to the task. • Errors usually interfere.	
Communication Strategies How well do I respond to the prompt?	• My response is well-organized and relevant. • My ideas are supported with examples and elaboration.	• My response is generally organized and/or relevant. • My ideas are supported with some examples.	• My response is somewhat organized and/or relevant. • My ideas are supported with few examples.	• My response is disorganized and/or irrelevant. • My ideas are not supported with examples.	
Mechanics How accurately do I use correct capitalization, spelling, and punctuation?	• I make no or almost no errors in spelling, capitalization, and punctuation.	• I make occasional errors in spelling, capitalization, and punctuation.	• I make frequent errors in spelling, capitalization, and punctuation.	• I make little or no attempt to use correct spelling, capitalization, and punctuation.	

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TSD WL Presentational Writing Targeted Range-Novice-Mid

	Exceeds Expectations Novice-High: 8, 7	Meets Expectations Novice-Mid: 6, 5	Approaches Expectations Novice-Low: 4, 3	Below Expectations Novice-Low: 2, 1	Total
Task **How well do I complete the task?**	• I complete the task with learned and recombined phrases. • My main ideas are supported with examples and elaboration. • I respond fully and appropriately to all or almost all parts of the prompt.	• I complete the task with basic words and some memorized phrases. • My main ideas are supported with some examples. • I respond adequately to most parts of the prompt.	• I complete the task with some isolated words. • My main ideas are supported with few examples. • I respond inadequately to some parts of the prompt.	• I complete the task with a few isolated words. • My main ideas are not supported with examples. • I respond inadequately to most parts of the prompt.	
Comprehensibility **How well does the audience understand me?**	• I can be easily understood. • The message is clear.	• I can be understood. • The message is mostly clear.	• I can be somewhat understood. • The message is partially clear.	• I can be understood only with great effort. • The message is not clear.	
Vocabulary Use **How extensive and applicable is my vocabulary?**	• I consistently use extensive vocabulary to complete the task.	• I use adequate vocabulary to complete the task.	• I use limited and/or repetitive vocabulary. • My native language interferes occasionally.	• I use extremely limited and/or repetitive vocabulary. • My native language interferes frequently.	
Language Control **How accurate are my grammatical structures?**	• I correctly use grammatical structures appropriate to the task most of the time. • Errors do not interfere.	• I correctly use grammatical structures appropriate to the task some of the time. • Errors occasionally interfere.	• I rarely use grammatical structures appropriate to the task. • Errors frequently interfere.	• I rarely use grammatical structures appropriate to the task. • Errors usually interfere.	
Communication Strategies **How well do organize my writing?**	• My writing is well-organized. • There are some sequencing and transition words.	• My writing is organized. • There are a few sequencing and transition words.	• My writing is somewhat organized. • There are almost no sequencing and transition words.	• My writing is not organized. • Information is presented randomly.	
Mechanics **How accurately do I use correct capitalization, spelling, and punctuation?**	• I make no or almost no errors in spelling, capitalization, and punctuation.	• I make occasional errors in spelling, capitalization, and punctuation.	• I make frequent errors in spelling, capitalization, and punctuation.	• I make little or no attempt to use correct spelling, capitalization, and punctuation.	

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World Language Rubric Convertor

How to use the conversion chart:
1. Add up the numbers assigned from each category on the rubric.
2. Divide the total by 6 to get the average.
3. Find the number you got on the conversion chart below.
4. This number gives you the corresponding percentage to convert the score to a grade.

Example:
1. $6 + 5 + 6 + 5 + 7 + 7 = 36$
2. $36 \div 6 = 6$
3. $6 = 90\%$ according to the conversion chart

4

Average	Percent
8.0	100
7.9	99
7.8	99
7.7	98
7.6	98
7.5	97
7.4	97
7.3	96
7.2	96
7.1	95
7.0	95
6.9	94
6.8	94
6.7	94
6.6	93
6.5	93

3

Average	Percent
6.4	92
6.3	92
6.2	91
6.1	91
6.0	90
5.9	90
5.8	89
5.7	88
5.6	87
5.5	86
5.4	85
5.3	84
5.2	83
5.1	82
5.0	80
4.9	79
4.8	79
4.7	78
4.6	78
4.5	78

2

Average	Percent
4.4	77
4.3	76
4.2	76
4.1	75
4.0	75
3.9	74
3.8	74
3.7	73
3.6	73
3.5	72
3.4	72
3.3	71
3.2	71
3.1	70
3.0	70
2.9	69
2.8	68
2.7	67

1

Average	Percent
2.6	66
2.5	65
2.4	64
2.3	63
2.2	62
2.1	61
2.0	60
1.9	59
1.8	58
1.7	57
1.6	56
1.5	55
1.4	54
1.3	53
1.2	52
1.1	51
1.0	50

For Grade Book
90-100-A
80-89-B
70-79-C
60-69-D
50-59-F

For Proficiency Ranges			
4	Exceeds	93-100	6.5-8.0
3	Meets	78-92	4.5-6.4
2	Approaches	67-77	2.7-4.4
1	Below	50-66	1.0-2.6
NA	Not assessed		

Rubric Convertor Chart provided by the Thompson School District   Feb. 2014

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