

Concerning Sample Rubrics

Each benchmark example in this section is followed by a rubric to help anchor the performance assessment along the continuum of proficiency. These are provided as examples to make clear the distinctions between the three modes of communication: Interpersonal, Interpretive, and Presentational. Specific criteria are given for evaluating the performances within each assessment unit. These criteria are taken from the Wisconsin Performance Guidelines and focus the practice and assessment throughout the unit of instruction. The benchmark curriculum unit and the rubrics for the performance assessments will directly guide each instructional decision, completing the vital link of curriculum, assessment, and instruction.

These sample rubrics are based on the following definition of a rubric: criteria by which student work is evaluated. In several of the examples the rubric provides the characteristics of excellent work. The teacher can then evaluate the student work in terms of how closely it matches the definition of excellence.

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In other cases, descriptors are provided for “excellent,” “good,” and “needs work.” In both cases the goal is the same: provide students with criteria that will help them achieve excellence in their performance. The rubric not only guides the students; it guides the teacher in giving the students appropriate instructions in how to complete the task. Furthermore, it guides the teacher in the kind of practice that is needed in order for the students to perform the task.

Another feature of some of the rubrics presented is a checklist of nonnegotiables. The rubric focuses the student on characteristics that lead to an excellent performance, but some criteria are merely basic requirements for completing the assessment. For example, if the document is supposed to be word processed, that can be listed as a nonnegotiable. Then if the document is not word processed, it is simply not ready to be evaluated. This approach demands a certain level of quality in the product before students turn it in for the teacher’s evaluation. In other words, the rubric highlights qualities of a product worthy of evaluation; it does not allow for incomplete or unacceptable work.

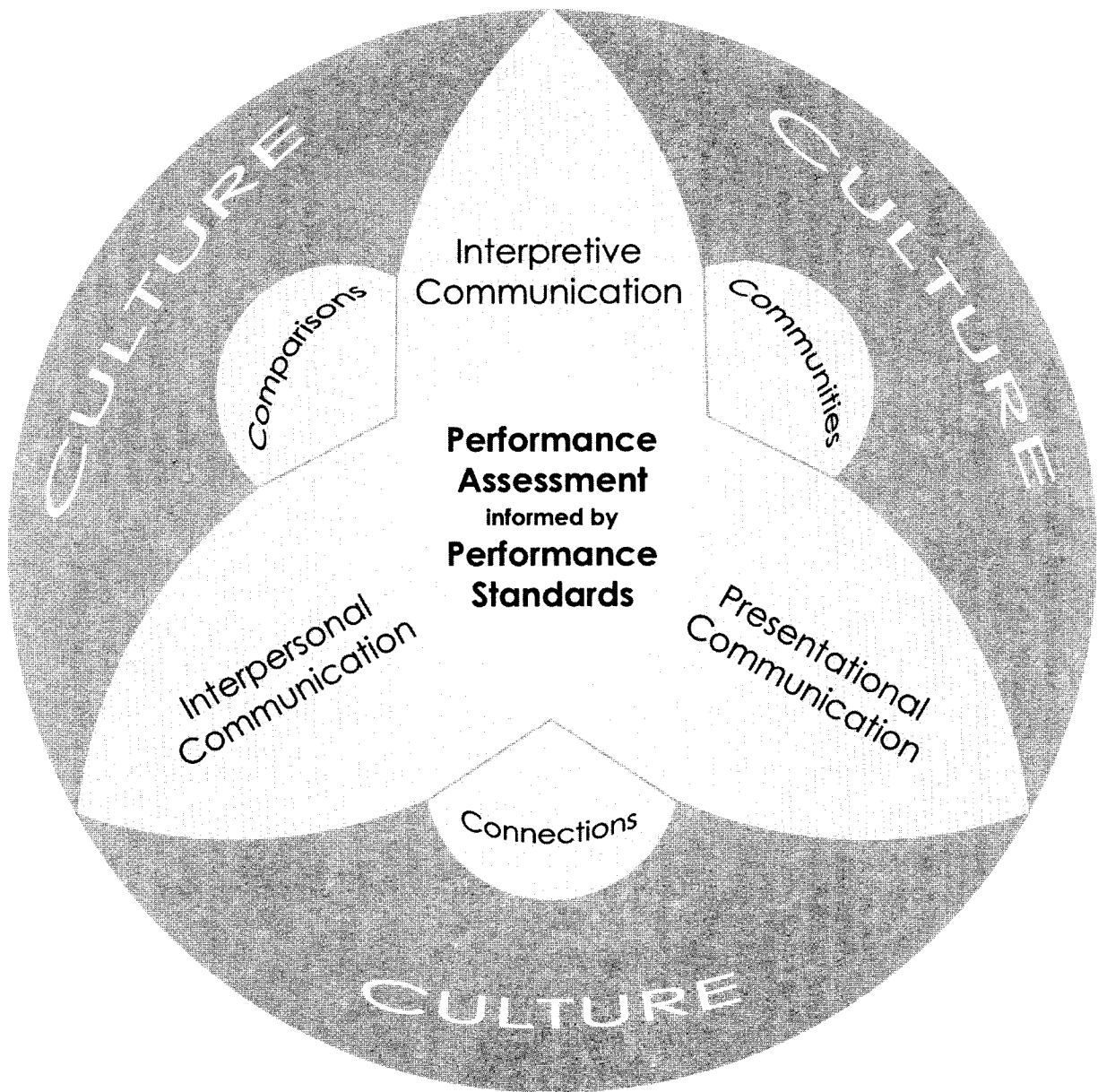
As you look at the rubrics, you will see that not all the target performance indicators in the unit appear in all the rubrics. Again, these indicators are meant to guide teacher reflection concerning the expectations for a particular level of proficiency. They may serve as a reminder to focus practice in a certain way. They may not be pertinent in the actual performance assessment but serve to guide practice for the performance. There may be other characteristics that are important to include as part of the rubric even though they don’t appear in the Performance Guidelines. These may deal with the actual content of the performance or the style, length, or variety of the performance. Again, the teacher must continuously reflect on the characteristics of a high-quality performance and focus the students’ attention on those criteria.

Note on Rubric for the Presentational Mode: One of the characteristics of the presentational mode is that it is a practiced, polished performance. This implies that the student has worked on making the final product perfect, which requires rough drafts, practice sessions, or rehearsals. How does a teacher evaluate this work? Each teacher will have to make decisions concerning the role of drafts, rehearsals, and final products. A rough draft may be graded according to criteria over which the student has control. For example, students can proofread for spelling, gender, and agreement. They can look up unknown words in a dictionary. In other words, the draft shouldn’t be viewed as a way for the teacher to do all the editing work for her students. After several rehearsals or drafts, students submit their final product. This is akin to a final recital or concert. Now the criteria for evaluation are not in the details, but in the overall quality of the presentation.

As rubrics are developed, Grant Wiggins provides an excellent rule for determining the quality of the rubric:

One simple test of criteria is negative: can you imagine someone meeting all your proposed criteria but not being able to perform well at the task? Then you have the wrong criteria.

Wiggins 1998, 167–68



Curriculum Design for Learning World Languages

In a world language classroom, standards influence the curriculum, assessment, and instruction. The three purposes of Communication (interpersonal, interpretive, and presentational) form the heart. Culture is always embedded in the instruction. Connections, Comparisons, and Communities enrich the learning activities. The performance standards inform the assessments that show students their progress toward higher levels of proficiency in using the target language. The focus is on what students can do with the language they are learning.

Thematic Curriculum Unit—Performance Assessment and Planning Guide

Elementary School, Grade 3

Key Question: Who am I? Who are you?	Theme: Work/careers	Topic: When I grow up
Beginning	Developing	Refining

Students who begin instruction in a second language in kindergarten will be secure in the skills of the beginning level of language development by Grade 3. This assumes a program of continuous instruction that meets for a minimum of three times a week for 30 minutes each day. The performance assessments are matched to the cognitive and developmental characteristics of students at that age. The assessments are targeted to show achievement of the beginning level Standards and Performance Guidelines. The key overarching question is “Who am I? Who are you?” Students are able to state similarities and differences between themselves and others in simple statements such as “I eat cereal for breakfast; he eats bread and butter for breakfast.”

The intention is that all instruction and assessments are completed in the target language, with the exception of reading and listening comprehension assessments, which may require use of English to demonstrate understanding of the texts.

Communication Mode: Interpretive

Performance Assessment
Listen to a story about someone in a profession in the community; on a paper with pictures of different scenes from the story, place #1 by the first scene, #2 by the second scene, etc.

Presentational

Make a picture book showing members of a family and what they do for a living; include yourself and what you want to do some day. Label the pictures with the person’s family role and profession. (Here is my mother. She is a dentist.) Place a star by anyone who uses/could use more than one language on the job. Share your picture book with other classmates.

Interpersonal

After sharing your picture book with other classmates, answer questions about the people in your picture book. Ask classmates questions about the people in their picture books. (Who is that? What does he do?)

Wisconsin Standards: Communication

B1: Listening: Students will understand spoken language on familiar topics that has strong visual support.

C2: Speeches: Students will write and present a short narrative about themselves.

A2: Questions: Students will ask and answer questions, including biographical information.

Target Performance (Key elements from the Performance Guidelines to consider in rubric development)

Content:
Complexity/sophistication: Relies primarily on memorized phrases and short sentences on very familiar topics in both oral and written presentations.

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Content:
Spontaneity: Responds automatically to high frequency cues (i.e., hello, how are you, what’s your name); can ask memorized questions (i.e., what’s your name, how are you).

Accuracy:

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Communication Strategies:

Comprehension: Understands short, simple conversations and narration with highly predictable and familiar contexts; relies heavily on visuals, gestures, facial expressions in order to understand; generally needs repetition, restatement, and contextual clues in order to understand; relies heavily on background information.

Communication Strategies:

Impact: Focuses on successful task completion; uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.

Communication Strategies:

Monitoring: May self-correct on high-frequency items.

Cross-Cultural Applications:

Awareness: Understands a story line or event when it reflects a cultural background similar to own; begins to associate symbols, famous people, places, songs, etc. with a certain culture.

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Cross-Cultural Applications:

Verbal: Imitates appropriate linguistic patterns (i.e., register, formal vs. informal address, intonation) when modeled by the teacher.

Links to **Culture**

and the other

Wisconsin Standards:

✓ **Connections**

✓ **Comparisons**

✓ **Communities**

Evidence (How these

standards are incorporated

in the instruction)

Culture: E1: Objects and Symbols: Identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures. (Identify uniforms associated with certain professions.)

Connections: F1: Speaking and Writing: Students will use topics and skills from other school subjects to discuss and/or write in the language studied. (Discuss professions: social studies.)

Comparisons: H1: Structures: Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning. (Compare names for professions in English and the target language.)

Communities: K2: Students will investigate careers where skills in another language and/or cross-cultural understanding are needed. (Discuss professions where knowing another language could be helpful.)

Structures and Vocabulary:

What needs to be taught for

students to be successful in

the performance assessment

Structures:

■ He is/she is (profession)

■ He is/she is my (mother, father, sister, brother, etc.)

■ Questions (Who is that? What does he/she do?)

Vocabulary:

■ Professions

■ Family members

Benchmark—Grade 3—Rubrics

Interpretive Task: No rubric is needed; students are sequencing the pictures to reflect the story they heard.

Presentational Task: Students will submit a draft of their booklet before they put together their final product. This rubric is in the form of a checklist that the students can use to help them prepare the draft and final copies. A rubric for the final copy is also included.

My Family Picture Book


1. I followed directions:

I have pictures of five different people.

I have a picture of myself.

For each person, I wrote a sentence saying who the person is. (Example: This is my mother.)

For each person, I wrote a sentence saying what they do. (Example: He is a teacher.)

I put a  next to the people who could use another language where they work.

2. Spelling:

I checked the spelling of words in my personal dictionary.

3. Sentences:

I have two complete sentences for each picture. (Example: This is my brother. He is a student.)

Final Product:

Exceeds Expectations: You followed all the directions on the checklist. Your booklet is neat and attractive. You provided more information than required.

Meets Expectations: You followed all the directions on the checklist. Your booklet is neat and attractive.

Needs Work: Your final product may be missing some of the items on the checklist or the booklet may have words crossed out or misspelled. The pictures and/or sentences may be presented in a sloppy way.

Interpersonal Task: Students share their picture books with each other in pairs or small groups. The teacher may have students switch partners several times and *monitor the class* to see that everyone is engaged in the activity and using the target language. The teacher can also randomly sample pairs of students to hear how well they can accomplish the task. If there is a parent volunteer available, the volunteer could audio- or videotape the pairs of students in the hall while the teacher is teaching the class. The following evaluation tool is meant to be used for one student.

Sharing Family Picture Books

1. The student is able to ask “Who is that?” and “What does he or she do?” about the people in partner’s picture book.

Yes With help Needs practice

2. The student can answer “Who is that?” and “What does he or she do?” about the people in own picture book.

Yes With help Needs practice

3. The student asks additional questions about the people in partner’s picture book.

Yes With help Needs practice

4. The student responds to partner’s answers with a comment. (Example: That’s interesting. He is handsome, etc.)

Yes With help Needs practice

5. The student uses correct pronunciation and intonation.

Yes With help Needs practice