TEACHING FOREIGN LANGUAGES K-12

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Performance Assessment Unit: Student Feedback Sheet

SITE: _HSST_   Teacher: _____Gadbois_____

Class: _Language Fr_   Level: _____4_____

Assessment Unit: __✓__ Famous Person (Carole Fredericks)

Student Name: _____   Student ID: _____

Interpretive Rubric Intermediate Learner

Text types: Longer, more detailed conversations and narratives, simple stories, correspondence and other contextualized print within familiar contexts

Interpretive	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Literal Comprehension:	✓		
Word recognition			Recognizes key words or phrases embedded in familiar contexts.
Main idea detection		Identifies the main idea(s) of the intermediate-level text.	Does not identify the main idea(s) of the intermediate-level text.
Supporting detail detection	Identifies most supporting details.	Identifies some supporting details.	Identifies few supporting details.
Interpretive Comprehension:	✓		
Word inferences	Infers meaning of unfamiliar words in new contexts.		
Concept inferences	Infers and interprets the author's intent.		
Author/cultural perspectives			
Organizational principles			

Evidence of strengths: *ability to infer meaning*

                                clear rationalization

                                good vocabulary knowledge

Examples of where you could improve: *add to your "vocabulary word bank" whenever you spot an unknown word*

Other comments:

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Evidence of strengths: *clear, visual perception noted in Parts 1, 3, 4*

fine ability to guess meaning (Part 5)

Examples of where you could improve: *Be careful when looking at a "strong" verb like* tuer. *Increase, build up vocabulary in French to enable you to do better in Part 2. Also, trust cognates to guide you somewhat.*

Other comments: