

**RUBRIC FOR FOREIGN LANGUAGE ORAL PRESENTATION (Based on rubric designed by Foreign Language Department of McLean County Unit District #5, Normal, IL)**

	<b>Required Elements</b>	<b>Comprehensibility- Ability to communicate ideas and to be understood.</b>	<b>Accuracy</b>	<b>Fluency – Ability to communicate clearly and smoothly.</b>
<b>4</b>	Complete – The student provides higher quality information than required in the description of the activity.	The student uses all appropriate language to convey the main idea clearly.	Structures and vocabulary are used correctly.	The student speaks clearly and without hesitation. Pronunciation and intonation sound natural.
<b>3</b>	Generally complete – The student provides all information required in the description of the activity.	The student conveys ideas using appropriate language with only minor errors.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication.	The student speaks with some hesitation. Problems with pronunciation and intonation do not prevent effective communication.
<b>2</b>	Partially complete – The student provides some information required in the description of the activity.	The student uses inappropriate language with major errors and the main idea is unclear.	Mistakes in usage are frequent and may distort meaning or inhibit communication.	The student speaks haltingly, with long pauses. Pronunciation and intonation errors impede communication.
<b>1</b>	Incomplete – The student provides little of the information required or fails to complete the assignment.	The student language is basically incomprehensible.	Mistakes in usage are pervasive, distort meaning and prevent effective communication.	Constant hesitations and extreme problems with pronunciation cause communication to break down.
<b>Score</b>				

**RUBRIC FOR FOREIGN LANGUAGE CULTURAL COMPARISON**

	<b>Required Elements</b>	<b>Language Control: Accuracy in use of structures and vocabulary .</b>	<b>Culturally Authentic Comparison</b>	<b>Comprehensibility: Ability to communicate ideas and to be understood.</b>
<b>4</b>	Complete – The student exceeds the minimum requirements of the assignment.	Structures and vocabulary are used correctly. Spelling, capitalization and punctuation mistakes are rare.	Aspects of project are totally representative of the target language culture.	Totally comprehensible – The student uses complex language to convey the idea clearly.
<b>3</b>	Generally complete– The student fulfills the minimum requirements of the assignment.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are infrequent.	Aspects of project are generally representative of the target language culture.	Comprehensible – The language used adequately expresses the message.
<b>2</b>	Partially complete – The student partially fulfills the minimum requirements of the assignment.	Mistakes in usage are frequent and may distort meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are frequent.	Aspects of project show some representation of the target language culture.	Somewhat comprehensible – The message is unclear in places..
<b>1</b>	Incomplete – The student’s work has little or no evidence of the minimum requirements of the assignment.	Mistakes in usage are pervasive, distort meaning and prevent effective communication. Spelling, capitalization and punctuation mistakes are pervasive. The student has failed to complete the assignment.	Aspects of project show little or no representation of the target language culture.	Incomprehensible.
<b>Score</b>				

**RUBRIC FOR FOREIGN LANGUAGE ROLE PLAY/SIMULATION**

	<b>Required Elements</b>	<b>Language Control: Accuracy in use of structures and vocabulary and appropriate discourse strategies.</b>	<b>Comprehensibility: Ability to communicate ideas and to be understood.</b>
<b>4</b>	The student extends role play/simulation beyond the requirements.	The student demonstrates higher quality discourse skills than required in the description of the activity.	The student uses all appropriate language to convey ideas clearly.
<b>3</b>	The student incorporates all the required elements in the role play / simulation.	The student demonstrates discourse skills that are required in the description of the activity.	The student conveys ideas using appropriate language with only minor errors.
<b>2</b>	The student includes some of the required elements in the role play / simulation.	The student demonstrates some discourse skills required in the description of the activity.	The student uses inappropriate language with major errors and the ideas are unclear.
<b>1</b>	The student includes very few required elements in the role play / simulation.	The student demonstrates very limited discourse skills required in the description of the activity.	The student language is basically incomprehensible.
<b>Score</b>			

**RUBRIC FOR FOREIGN LANGUAGE ORAL INTERACTIVE PRESENTATION (Based on rubric designed by Foreign Language Department of McLean County Unit District #5, Normal, IL)**

	<b>Required Elements</b>	<b>Comprehensibility- Ability to communicate ideas and to be understood.</b>	<b>Accuracy</b>	<b>Fluency – Ability to communicate clearly and smoothly.</b>	<b>Comprehension – Ability to understand and respond appropriately</b>
<b>4</b>	Complete – The student provides higher quality information than required in the description of the activity.	The student uses all appropriate language to convey the main idea clearly.	Structures and vocabulary are used correctly.	The student speaks clearly and without hesitation. Pronunciation and intonation sound natural.	The student responds immediately.
<b>3</b>	Generally complete – The student provides all information required in the description of the activity.	The student conveys main ideas using appropriate language with only minor errors.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication.	The student speaks with some hesitation. Problems with pronunciation and intonation do not prevent effective communication.	The student responds with hesitation or to a prompt.
<b>2</b>	Partially complete – The student provides some information required in the description of the activity.	The student uses inappropriate language with major errors and the main idea is unclear.	Mistakes in usage are frequent and may distort meaning or inhibit communication.	The student speaks haltingly, with long pauses. Pronunciation and intonation errors impede communication.	The student responds incompletely or inappropriately.
<b>1</b>	Incomplete – The student provides little of the information required or fails to complete the assignment.	The student language is basically incomprehensible.	Mistakes in usage are pervasive, distort meaning and prevent effective communication.	Constant hesitations and extreme problems with pronunciation cause communication to break down.	The student fails to respond.
<b>Score</b>					

**RUBRIC FOR FOREIGN LANGUAGE WRITTEN PRESENTATION (Based on rubric designed by Foreign Language Department of McLean County Unit District #5, Normal, IL)**

	<b>Required Elements</b>	<b>Accuracy</b>	<b>Comprehensibility</b>
<b>4</b>	Complete – The student provides higher quality information than required in the description of the activity.	Structures and vocabulary are used correctly. Spelling, capitalization and punctuation mistakes are rare.	Totally comprehensible – The student uses complex language to convey the idea clearly.
<b>3</b>	Generally complete – The student provides all information required in the description of the activity.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are infrequent.	Comprehensible – The language used adequately expresses the message.
<b>2</b>	Partially complete – The student provides some information required in the description of the activity.	Mistakes in usage are frequent and may distort meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are frequent.	Somewhat comprehensible – The message is unclear in places..
<b>1</b>	Incomplete – The student provides little of the information required or fails to complete the assignment.	Mistakes in usage are pervasive, distort meaning and prevent effective communication. Spelling, capitalization and punctuation mistakes are pervasive. The student has failed to complete the assignment.	Incomprehensible.
<b>Score</b>			

**RUBRIC FOR FOREIGN LANGUAGE ROLE PLAYS AND SIMULATIONS**

	<b>Required Elements</b>	<b>Language Control: Accuracy in use of structures and vocabulary and appropriate discourse strategies.</b>	<b>Cultural Authenticity: Ability to interact according to accepted cultural conventions.</b>	<b>Comprehensibility: Ability to communicate ideas and to be understood.</b>
<b>4</b>	The student extends role play/simulation beyond the requirements.	The student demonstrates higher quality discourse skills than required in the description of the activity.	The student shows an understanding and appropriate use of cultural conventions.	The student uses all appropriate language to convey ideas clearly.
<b>3</b>	The student incorporates all the required elements in the role play / simulation.	The student demonstrates discourse skills that are required in the description of the activity.	The student practices appropriate cultural conventions.	The student conveys ideas using appropriate language with only minor errors.
<b>2</b>	The student includes some of the required elements in the role play / simulation.	The student demonstrates some discourse skills required in the description of the activity.	The student demonstrates some awareness of appropriate cultural conventions.	The student uses inappropriate language with major errors and the ideas are unclear.
<b>1</b>	The student includes very few required elements in the role play / simulation.	The student demonstrates very limited discourse skills required in the description of the activity.	The student shows little awareness of appropriate cultural conventions.	The student language is basically incomprehensible.
<b>Score</b>				

**RUBRIC FOR FOREIGN LANGUAGE CREATIVE WRITING ASSIGNMENT**

	<b>Organization and Presentation</b>	<b>Accuracy</b>	<b>Comprehensibility: Ability to communicate ideas and be understood.</b>	<b>Creativity</b>	<b>Language Production</b>
<b>4</b>	Complete – The student’s writing is well-organized and in appropriate format. Sequencing words are used appropriately and consistently.	Structures and vocabulary are used correctly. Spelling, capitalization and punctuation mistakes are rare.	Totally comprehensible – The student uses complex language to convey the idea clearly.	The student’s writing exhibits thoughtful input.	Language produced exceeds the minimum requirements of the assignment.
<b>3</b>	Generally complete – The student’s writing is organized and in appropriate format. Use of sequencing words is evident.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are infrequent.	Comprehensible – The language used adequately expresses the message.	The student’s writing has some evidence of thoughtful input.	Language produced fulfills the minimum requirements of the assignment.
<b>2</b>	Partially complete – The student’s writing shows some organization and some use of appropriate format. Use of sequencing words is minimal.	Mistakes in usage are frequent and may distort meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are frequent.	Somewhat comprehensible – The message is unclear in places..	The student’s writing has little evidence of thoughtful input.	Language produced shows some evidence of the minimum requirements of the assignment.
<b>1</b>	Incomplete – The student’s writing shows little or no organization and use of appropriate format. There is little or no evidence of sequencing words.	Mistakes in usage are pervasive, distort meaning and prevent effective communication. Spelling, capitalization and punctuation mistakes are pervasive. The student has failed to complete the assignment.	Incomprehensible.	The student’s writing shows no evidence of thoughtful input.	Language produced shows little or no evidence of the minimum requirements of the assignment.
<b>Score</b>					

**RUBRIC FOR FOREIGN LANGUAGE PROJECT**

	<b>Required Elements</b>	<b>Language Control: Accuracy in use of structures and vocabulary .</b>	<b>Cultural Authenticity:</b>	<b>Comprehensibility: Ability to communicate ideas and to be understood.</b>	<b>Overall Visual Impact</b>
<b>4</b>	Complete – The student exceeds the minimum requirements of the assignment.	Structures and vocabulary are used correctly. Spelling, capitalization and punctuation mistakes are rare.	Aspects of project are totally representative of the target language culture.	Totally comprehensible – The student uses complex language to convey the idea clearly.	The student’s work exhibits exceptional creativity and visual organization.
<b>3</b>	Generally complete–The student fulfills the minimum requirements of the assignment.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are infrequent.	Aspects of project are generally representative of the target language culture.	Comprehensible – The language used adequately expresses the message.	The student’s work shows creativity and visual organization
<b>2</b>	Partially complete – The student partially fulfills the minimum requirements of the assignment.	Mistakes in usage are frequent and may distort meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are frequent.	Aspects of project show some representation of the target language culture.	Somewhat comprehensible – The message is unclear in places..	The student’s work has some elements of creativity and visual organization
<b>1</b>	Incomplete – The student’s work has little or no evidence of the minimum requirements of the assignment.	Mistakes in usage are pervasive, distort meaning and prevent effective communication. Spelling, capitalization and punctuation mistakes are pervasive. The student has failed to complete the assignment.	Aspects of project show little or no representation of the target language culture.	Incomprehensible.	The student’s work has few elements of creativity and visual organization.
<b>Score</b>					



**RUBRIC FOR READING ALOUD:**

	<b>Pronunciation</b>	<b>Fluency</b>
<b>4</b>	The student's pronunciation is age- and stage-appropriate and comprehensible to someone unaccustomed to dealing with language learners. Intonation is clear and natural.	The student reads clearly without hesitation.
<b>3</b>	The student's pronunciation is age- and stage-appropriate and comprehensible to someone accustomed to dealing with language learners. Intonation is mostly clear and natural.	The student reads clearly with some hesitation.
<b>2</b>	The student's pronunciation is age- and stage-appropriate and somewhat comprehensible to someone accustomed to dealing with language learners. Intonation is somewhat clear and natural.	The student reads hesitantly.
<b>1</b>	The student's pronunciation shows little or no evidence of being age- and stage-appropriate and interferes with comprehensibility.	The student reads haltingly with frequent hesitation.
<b>Score</b>		