

Accurate & Effective Assessment

Scott Benedict

is available for presentations, workshops, webinars & consulting
on proficiency-based grading, assessment, and TPRS®.

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Sample Rubrics

Scott Benedict



assessment & grading • TPRS® • Powerful PQA

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Vocabulary Rubric

Vocabulary Usage

Exceeds Target	Meets Target	Approaches Target	Below Target	Far-Below Target
Student is able to translate most, if not all of class vocabulary, and is able to use context clues and word parts to make educated guesses to previously unseen vocabulary.	Student is able to translate basic vocabulary and most of all class vocabulary.	Student is able to translate the basic vocabulary with a great deal of accuracy.	Student has trouble translating some basic vocabulary and/or is lacking in accuracy.	Student is unable to translate basic vocabulary and/or is inaccurate.

Structure Rubric

Present Tense

Exceeds Target	Meets Target	Approaches Target	Below Target	Far-Below Target
Student is able to use the regular present tense in all its forms consistently in a variety of contexts. Knowledge of common irregular verbs is evident.	Student is able to use the regular present tense in all its forms consistently in a variety of contexts. Knowledge of common irregular verbs is not evident.	Student is sometimes able to use the regular present tense in all its forms in a variety of contexts. Knowledge of endings is evident but inconsistently applied.	Student is rarely able to use the regular present tense in all its forms in a variety of contexts. Knowledge of endings may or may not be evident.	Student is unable to use the regular present tense in all its forms. Knowledge of endings is not evident.

Listening Rubric

Listening Comprehension

Exceeds Target	Meets Target	Approaches Target	Below Target	Far-Below Target
Student is able to understand spoken language appropriate to their level consistently and is able to infer meaning not implicitly stated.	Student is able to understand spoken language appropriate to their level consistently, but is unable to infer meaning not implicitly stated.	Student is sometimes able to understand spoken language appropriate to their level.	Student is rarely able to understand spoken language appropriate to their level, though some knowledge of vocabulary items is evident.	Student is unable to understand spoken language appropriate to their level. Little to no knowledge of vocabulary items is evident.

Reading Rubric

Reading Comprehension

Exceeds Target	Meets Target	Approaches Target	Below Target	Far-Below Target
Student is able to understand written language appropriate to their level consistently and is able to infer meaning not implicitly stated.	Student is able to understand written language appropriate to their level consistently, but is unable to infer meaning not implicitly stated.	Student is sometimes able to understand written language appropriate to their level.	Student is rarely able to understand written language appropriate to their level, though some knowledge of vocabulary items is evident.	Student is unable to understand written language appropriate to their level. Little to no knowledge of vocabulary items is evident.

Speaking Rubric

SPEAKING RUBRIC

A	Exceeds Target	<p>STUDENT CONSISTENTLY SPEAKS ABOVE INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ SPEAKING expands upon task with much detail, flows naturally using appropriate transitions, and with little hesitation; sentences are longer including uses of and/or/but and may include uses of because/since/therefore; ideas are fully developed and well organized; appropriate use of dialogue may be evident. ✓ VOCABULARY use exhibits an extensive range of both current and previous vocabulary with minimal errors. ✓ STRUCTURES are at upper tier of instruction; errors are minimal; pronunciation is accurate; consistent use of both basic–beginner and intermediate–beginner structures; emerging use of advanced–beginner structures (object pronouns, adjective agreement, ser/estar, preterite/imperfect, stem–changers, and irregular past/future forms).
B	Meets Target	<p>STUDENT CONSISTENTLY SPEAKS AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ SPEAKING develops task fully with some detail and flows naturally; some hesitation is evident, but does not interfere with understanding; sentences are longer and may include uses of and/or/but; ideas are organized and developed, ✓ VOCABULARY use is adequate and appropriate to task with few errors and exhibits much use of current vocabulary; some previous vocabulary may be evident. ✓ STRUCTURES are appropriate to instruction; errors do not hinder overall comprehension; pronunciation errors are minimal; consistent use of basic–beginner structures; emergent use of intermediate–beginner structures (present/past/future, adjective position, irregular present forms, want to go/can write/has to study, reflexive verbs, gustar & similar verbs, and verbs after prepositions).
C	Approaches Target	<p>STUDENT SOMETIMES SPEAKS AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ SPEAKING addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete and may be merely a list of descriptions or actions. ✓ VOCABULARY use is limited and may be incorrect, but some current vocabulary is evident. ✓ STRUCTURES are at lower tier of instruction; errors begin to hinder comprehension; pronunciation may be influenced by native language; inconsistent use of basic–beginner structures (regular–verb endings, subject/verb/object word–order, plurals) as well as present/past/future.
D	Below Target	<p>STUDENT SPEAKS BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ SPEAKING may not address task completely; sentences are often incomplete, repetitive, and disorganized; difficult to follow. ✓ VOCABULARY use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect. ✓ STRUCTURES are below level of instruction; errors make comprehension difficult; pronunciation is highly influenced by native language; incorrect use of basic–beginner structures far outweighs correct usage.
F	Far–Below Target	<p>STUDENT SPEAKS FAR–BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ SPEAKING does not address task, sentences are incomplete; student made little attempt. ✓ VOCABULARY use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct. ✓ STRUCTURES are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.
<p><i>An F grade will be earned if speaking fails to address task or is insufficient to make proper evaluation.</i></p>		

Writing Rubric

WRITING RUBRIC

A	Exceeds Target	<p>STUDENT CONSISTENTLY WRITES ABOVE INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ WRITING expands upon task with much detail, flows naturally using appropriate transitions, and approaches student's English ability; sentences are longer including uses of and/or/but and may include uses of because/since/therefore; ideas are fully developed and well organized; appropriate use of dialogue may be evident. ✓ VOCABULARY use exhibits an extensive range of both current and previous vocabulary with minimal errors. ✓ STRUCTURES are at upper tier of instruction; errors are minimal; spelling and accents are accurate; consistent use of both basic–beginner and intermediate–beginner structures; emerging use of advanced–beginner structures (object pronouns, adjective agreement, ser/estar, preterite/imperfect, stem–changers, and irregular past/future forms).
B	Meets Target	<p>STUDENT CONSISTENTLY WRITES AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ WRITING develops task fully with some detail and flows naturally; sentences are longer and may include uses of and/or/but; ideas are organized and developed, ✓ VOCABULARY use is adequate and appropriate to task with few errors and exhibits much use of current vocabulary; some previous vocabulary may be evident. ✓ STRUCTURES are appropriate to instruction; errors do not hinder overall comprehension; spelling and accent errors are minimal; consistent use of basic–beginner structures; emergent use of intermediate–beginner structures (present/past/future, adjective position, irregular present forms, want to go/can write/has to study, reflexive verbs, gustar & similar verbs, and verbs after prepositions).
C	Approaches Target	<p>STUDENT SOMETIMES WRITES AT INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ WRITING addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete. ✓ VOCABULARY use is limited and may be incorrect, but some current vocabulary is evident. ✓ STRUCTURES are at lower tier of instruction; errors begin to hinder comprehension; spelling and accent errors are evident; inconsistent use of basic–beginner structures (regular–verb endings, subject/verb/object word–order, plurals) as well as present/past/future.
D	Below Target	<p>STUDENT WRITES BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ WRITING may not address task completely; sentences are often incomplete, repetitive, and disorganized. ✓ VOCABULARY use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect. ✓ STRUCTURES are below level of instruction; errors make comprehension difficult; spelling and accent errors predominate; incorrect use of basic–beginner structures far outweighs correct usage.
F	Far–Below Target	<p>STUDENT WRITES FAR–BELOW INSTRUCTION LEVEL.</p> <ul style="list-style-type: none"> ✓ WRITING does not address task, sentences are incomplete; student made little attempt. ✓ VOCABULARY use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct. ✓ STRUCTURES are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.
<p><i>An F grade will be earned if writing fails to address task or is insufficient to make proper evaluation.</i></p>		

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Learning Goal _____

A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-below Target

Example of implementing HOTS Vocabulary Rubric

Prueba de Vocabulario 2.1 Español 1

	A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-Below Target
	Student is able to translate most, if not all of class vocabulary, and is able to use context clues and word parts to make educated guesses to previously unseen vocabulary.	Student is able to translate basic vocabulary and most of all enrichment vocabulary.	Student is able to translate the basic vocabulary with a great deal of accuracy.	Student has trouble translating some basic vocabulary and/or is lacking in accuracy.	Student is unable to translate basic vocabulary and/or is inaccurate.

Please translate into English the following words. Be sure to write them as I listed them on your vocabulary lists, including appropriate subjects (I, he, she, etc.) if necessary.

1. el perro
2. el oso
3. da
4. la muchacha
5. habla
6. besa
7. el gato
8. corre
9. rápidamente
10. tiene miedo

Corrected by: _____

Prueba de Vocabulario 2.1-ANSWER KEY

Español 1

	A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-Below Target
	Student is able to translate most, if not all of class vocabulary, and is able to use context clues and word parts to make educated guesses to previously unseen vocabulary.	Student is able to translate basic vocabulary and most of all enrichment vocabulary.	Student is able to translate the basic vocabulary with a great deal of accuracy.	Student has trouble translating some basic vocabulary and/or is lacking in accuracy.	Student is unable to translate basic vocabulary and/or is inaccurate.

Please translate into English the following words. Be sure to write them as I listed them on your vocabulary lists, including appropriate subjects (I, he, she, etc.) if necessary.

1. el perro	the dog
2. el oso	the bear
3. da	s/he gives
4. la muchacha	the girl
5. habla	s/he talks
6. besa	s/he kisses
7. el gato	the cat
8. corre	s/he runs
9. rápidamente	quickly
10. tiene miedo	s/he is scared

GRADING

Give a STAR if they have what's in red and what's in green.

If they have 6 or more STARS, they get 1 extra point

If they get 4 or more wrong of the basic (green) vocabulary, they earned an F.

If they get 2 or 3 wrong of the basic (green) vocabulary they earned a D.

If they get 0 or 1 wrong of the basic (green) vocabulary, but got none of the enrichment (yellow) vocabulary correct they earned a C.

If they earned AT LEAST a C AND got at least 1 of the enrichment (yellow) vocabulary correct, but did not get the unseen (pink) vocabulary correct, they earned a B.

If they earned AT LEAST a B AND got the unseen (pink) vocabulary correct, they earned an A.

Example of implementing HOTS Structure Rubric

Prueba de Estructuras: el presente Español 1

	A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-Below Target
	Student is able to use the regular present tense in all its forms consistently in a variety of contexts. Knowledge of common irregular verbs is evident.	Student is able to use the regular present tense in all its forms consistently in a variety of contexts. Knowledge of common irregular verbs is not evident.	Student is sometimes able to use the regular present tense in all its forms in a variety of contexts. Knowledge of endings is evident but inconsistently applied.	Student is rarely able to use the regular present tense in all its forms in a variety of contexts. Knowledge of endings may or may not be evident.	Student is unable to use the regular present tense in all its forms. Knowledge of endings is not evident.

Please translate into English the following words. Be sure to write them as I listed them on your vocabulary lists, including appropriate subjects (I, he, she, etc.) if necessary.

1. s/he talks _____
2. I yell _____
3. I have _____
4. they play _____
5. you kiss _____
6. they eat _____
7. you look at _____
8. we play _____
9. we run _____
10. I know a fact _____

Corrected by: _____

Prueba de Estructuras: el presente-ANSWER KEY

Español 1

	A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-Below Target
	Student is able to use the regular present tense in all its forms consistently in a variety of contexts. Knowledge of common irregular verbs is evident.	Student is able to use the regular present tense in all its forms consistently in a variety of contexts. Knowledge of common irregular verbs is not evident.	Student is sometimes able to use the regular present tense in all its forms in a variety of contexts. Knowledge of endings is evident but inconsistently applied.	Student is rarely able to use the regular present tense in all its forms in a variety of contexts. Knowledge of endings may or may not be evident.	Student is unable to use the regular present tense in all its forms. Knowledge of endings is not evident.

Please translate into Spanish the following words. Be careful of tense and spelling!

1. s/he talks	habla
2. I yell	grito
3. I have	tengo
4. they play	juegan
5. you kiss	besas
6. they eat	comen
7. you look at	miras
8. we play	jugamos
9. we run	corremos
10. I know a fact	sé

GRADING

4 or more wrong of regular verbs (green) = F

3 wrong of regular verbs (green) = D

2 wrong of regular verbs (green) = C

0-1 wrong of regular verbs (green) AND 2 or more wrong of irregular verbs (pink) = B

At least a B PLUS 1 or less wrong of irregular verbs (pink) = A

Example of implementing HOTS Listening/Reading Rubric

PRUEBA DE ESCUCHAR 1.1

	A Exceeds Target	B Meets Target	C Approaches Target	D Below Target	F Far-Below Target
	Student is able to understand spoken language appropriate to their level consistently and is able to infer meaning not explicitly stated.	Student is able to understand spoken language appropriate to their level consistently, but is unable to infer meaning not explicitly stated.	Student is sometimes able to understand spoken language appropriate to their level.	Student is rarely able to understand spoken language appropriate to their level, though some knowledge of vocabulary items is evident.	Student is unable to understand spoken language appropriate to their level. Little to no knowledge of vocabulary items is evident.

I will read you a story twice. Read the questions before I begin. Listen to the story during the first reading and answer the questions during the second reading.

1. What color is the main character?

2. Is the main character small?

3. What does the main character play for the school?

4. Does the main character like tennis?

5. Does the main character like football?

6. Is the main character athletic?

7. How does the main character go to school? walk run dance school bus

8. Is the main character weird?

9. Does the main character like to dance, sing, and listen to music?

10. Would the main character like to try out for American Idol?

PRUEBA DE ESCUCHAR 1.1-ANSWER KEY

Hay un hipopótamo que se llama Tiny. Tiny es un hipopótamo azul. Tiny no es pequeño, es muy, muy grande. Tiny juega fútbol para la escuela. También él juega tenis, pero no le gusta el fútbol americano. Cada día Tiny baila a la escuela. A Tiny no le gusta cantar. A Tiny le gusta bailar y escuchar música. Su música favorita es la música clásica.

1. What color is the main character?
blue
2. Is the main character small?
no
3. What does the main character play for the school?
soccer
4. Does the main character like tennis?
yes
5. Does the main character like football?
no
6. Is the main character athletic?
yes
7. How does the main character go to school? walk run dance school bus
dance
8. Is the main character weird?
yes
9. Does the main character like to dance, sing, and listen to music?
no
10. Would the main character like to try out for American Idol?
no

Example of Vocabulary Translation Assessment

Prueba de Vocabulario 3.2 Español 1

Please translate into English the following words. Be sure to write them as I listed them on your vocabulary lists, including appropriate subjects (I, he, she, etc.) if necessary. Be sure to watch your verb tense!!!

- | | | | |
|--------------------------|-------|-------------------------|-------|
| 1. le gustaba jugar golf | _____ | 11. la comida costó | _____ |
| 2. jugar | _____ | 12. ganó | _____ |
| 3. necesitaba dinero | _____ | 13. le dio un gran beso | _____ |
| 4. se llamaban | _____ | 14. soy inteligente | _____ |
| 5. andaba en la calle | _____ | 15. también | _____ |
| 6. había | _____ | 16. me gustaba besar | _____ |
| 7. tampoco | _____ | 17. jugó | _____ |
| 8. ahora | _____ | 18. mientras | _____ |
| 9. queríamos comer | _____ | 19. le dijo | _____ |
| 10. vio | _____ | 20. era | _____ |

Corrected by: _____

Example of Visual Vocabulary Assessment

Prueba de Vocabulario 1.1 Español 1

Antonio is pointing out to his good friend Nacho photographs in a magazine that show what activities he likes and doesn't like to do. Look at the pictures, then underline what Antonio is saying to his friend. (50 points)



1. Me gusta (practicar deportes / dibujar).



4. No me gusta (estudiar / hablar por teléfono).



2. No me gusta (nadar / patinar).



5. Me gusta (ir al cine / leer).



3. Me gusta (cocinar / ayudar en casa).

Taken from PASO A PASO

Example of Structure Translation Assessment

Prueba de Estructuras 4.2 Español 1

Please translate into Spanish the following expressions. Be sure to be as EXACT as possible. All words MUST be spelled 100% correctly.

1. she is going to drink _____
2. you were going to kiss _____
3. I am going to run _____
4. we were going to play _____
5. we are going to talk _____
6. they were going to listen _____
7. I was going to go _____
8. he was going to jump _____
9. you are going to eat _____
10. they are going to yell _____

Example of Structure Manipulation Assessment

Prueba de Estructuras 2.3-Reflexivos Español 2

Using the cues in parenthesis, change the reflexives and the verbs to match the English. All verbs are in the PRESENT tense.

All words MUST be spelled 100% correctly.

Each one is worth 2 points: 1 point for the correct reflexive in the right place and 1 point for the correctly-spelled verb.

1. you go to bed (se acuesta) _____
2. we faint (se desmaya) _____
3. you guys complain (se queja) _____
4. you(f) look at yourself(f) (se mira) _____
5. I wake up (se despierta) _____
6. you put on (se pone) _____
7. they take a shower (se baña) _____
8. we stay (se queda) _____
9. she dries off (se seca) _____
10. I take a bath (se baña) _____

Example of Structure Analysis Assessment

Prueba de Estructuras 4.1

Español 1

Please describe what the following endings MEAN in English.

1. -S when added to verbs _____
2. -S when added to nouns _____
3. -MOS when added to verbs _____
4. -MENTE when added to adjectives _____
5. -O at the end of nouns _____
6. -A at the end of nouns _____

Example of Structure Compare/Contrast Assessment

Prueba de Estructuras 4.1

Español 2

Write a mini essay comparing and contrasting the past tense in Spanish and English. You may want to include how they are formed and how they are used in your answer.

Example of Traditional Listening/Reading Assessment

PRUEBA DE ESCUCHAR 1.1

Read the following story at least twice before answering the questions below.

Hay un hipopótamo que se llama Tiny. Tiny es un hipopótamo azul. Tiny no es pequeño, es muy, muy grande. Tiny juega fútbol para la escuela. También él juega tenis, pero no le gusta el fútbol americano. Cada día Tiny baila a la escuela. A Tiny no le gusta cantar. A Tiny le gusta bailar y escuchar música. Su música favorita es la música clásica.

1. What color is the main character?

2. Is the main character small?

3. What does the main character play for the school?

4. Does the main character like tennis?

5. Does the main character like football?

6. Is the main character athletic?

7. How does the main character go to school? walk run dance school bus

8. Is the main character weird?

9. Does the main character like to dance, sing, and listen to music?
















10. Would the main character like to try out for American Idol?

Example of Visual Listening/Reading Assessment

PRUEBA DE ESCUCHAR: ACTIVIDADES Y DEPORTES

	A Expert	B Advanced	C Intermediate	D Novice	F Beginner
Number Wrong	0-1	2	3	4	5 or more

You will hear 10 statements in Spanish. Write the number of the statement next to the picture that best depicts what you hear.

ANSWERS

PRUEBA DE ESCUCHAR: ACTIVIDADES Y DEPORTES

You will hear 10 statements in Spanish. Write the number of the statement next to the picture that best depicts what you hear.

 7	 9	 6	 <hr/>	 5
 4	 1	 <hr/>	 <hr/>	 3
 <hr/>	 <hr/>	 10	 8	 2

1. Sonny, Drew y Tim juegan béisbol los fines de semana.
2. Bob toca la guitarra. Él tiene una banda que no tiene nombre.
3. Matt A, Matt W, Nicholas y Jesse juegan fútbol americano por la escuela.
4. Chris escucha música grunge. Su grupo favorito es Nirvana.
5. Hermila y Matt dibujan. Hermila dibuja a personas y Matt dibuja "doodles".
6. Hayley y Gianna juegan fútbol con sus amigos.
7. Brittany y Cheyenne miran la televisión todos los días.
8. Holly, Gianna y Geraldine juegan tenis.
9. Kasia baila a las fiestas.
10. David juega videojuegos.

Example of Creative Listening/Reading Assessment

PRUEBA DE LEER 1.2

Please read the following instructions and draw what you read. Be sure to read all of the instructions before you begin drawing.

1. Hay un monstruo con una cabeza muy grande.
2. El monstruo tiene tres ojos y una nariz pequeña.
3. La boca del monstruo es muy grande con muchos dientes.
4. Uno de los ojos es azul, los otros son rojos.
5. El monstruo tiene una cola corta y morado.
6. El monstruo tiene cinco piernas y dos brazos.
7. En la mano izquierda tiene una hamburguesa grande.
8. El estómago del monstruo es anaranjado.
9. El monstruo tiene dos orejas: una grande y una pequeña.
10. El cuerpo y la cabeza del monstruo son verdes.

Example of Topic Writing Assessment

PRUEBA DE ESCRIBIR 2.2

Please write an essay based on the following topic. Be sure to proof read your essay making sure subjects and verbs match and that your spelling is correct.

You are an exchange student visiting Spain. Your host mother is making you dinner. Tell her what you like and don't like to eat and drink. Also tell her what your favorite meal is.

Example of Timed Writing Assessment

PRUEBA DE ESCRIBIR 3.2

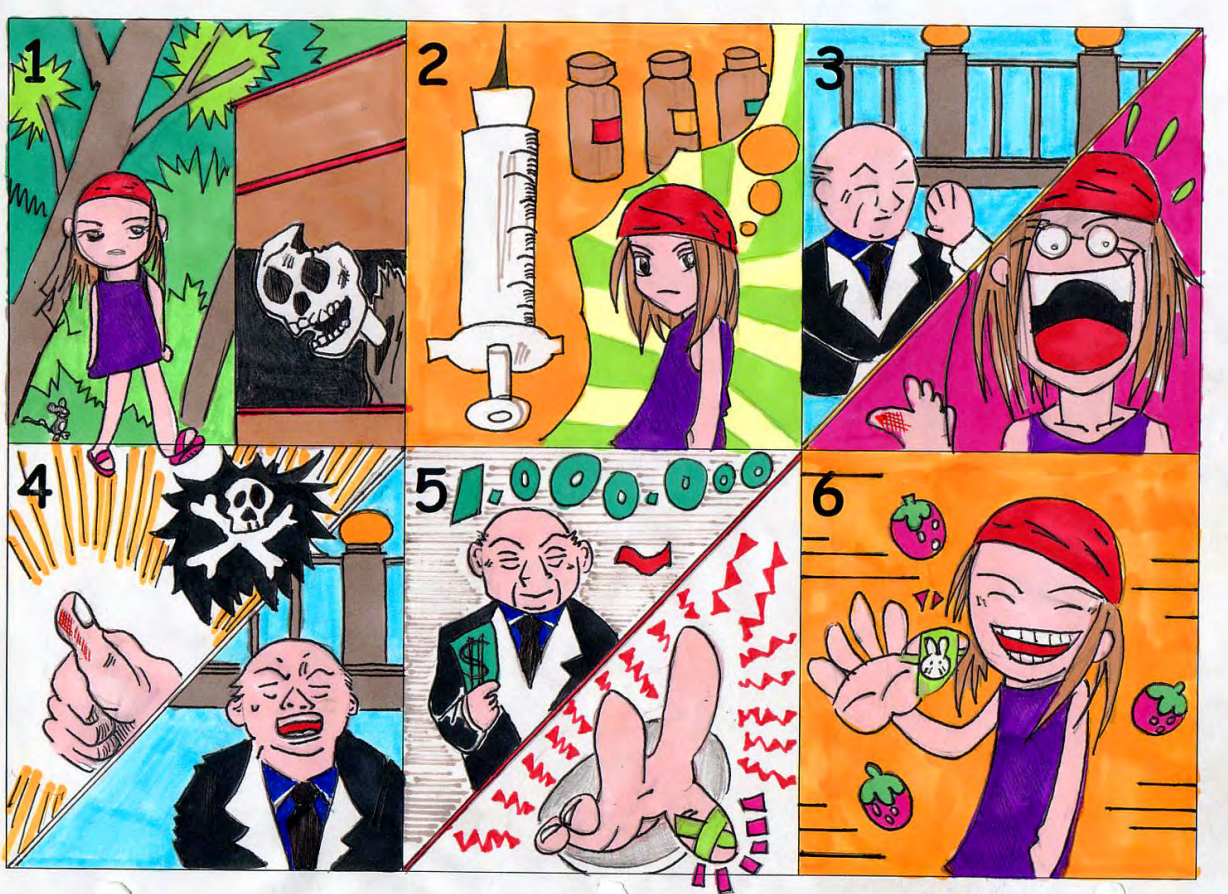
Please write a story using the following vocabulary. You will have 10 minutes to write as quickly and as descriptively as possible. You won't have time to proof read or edit your work. Write the best Spanish you know how and if you make a mistake, cross it out and continue writing. Don't stop until time is called.

se enamoró besó la mujer románticamente tropezó con

Example of Creative Writing Assessment

PRUEBA DE ESCRIBIR 2.2

Using the following pictures, please write a story of at least 100 words. Be sure to proof read your essay making sure subjects and verbs match and that your spelling is correct.



Example of Dialogue Speaking Assessment

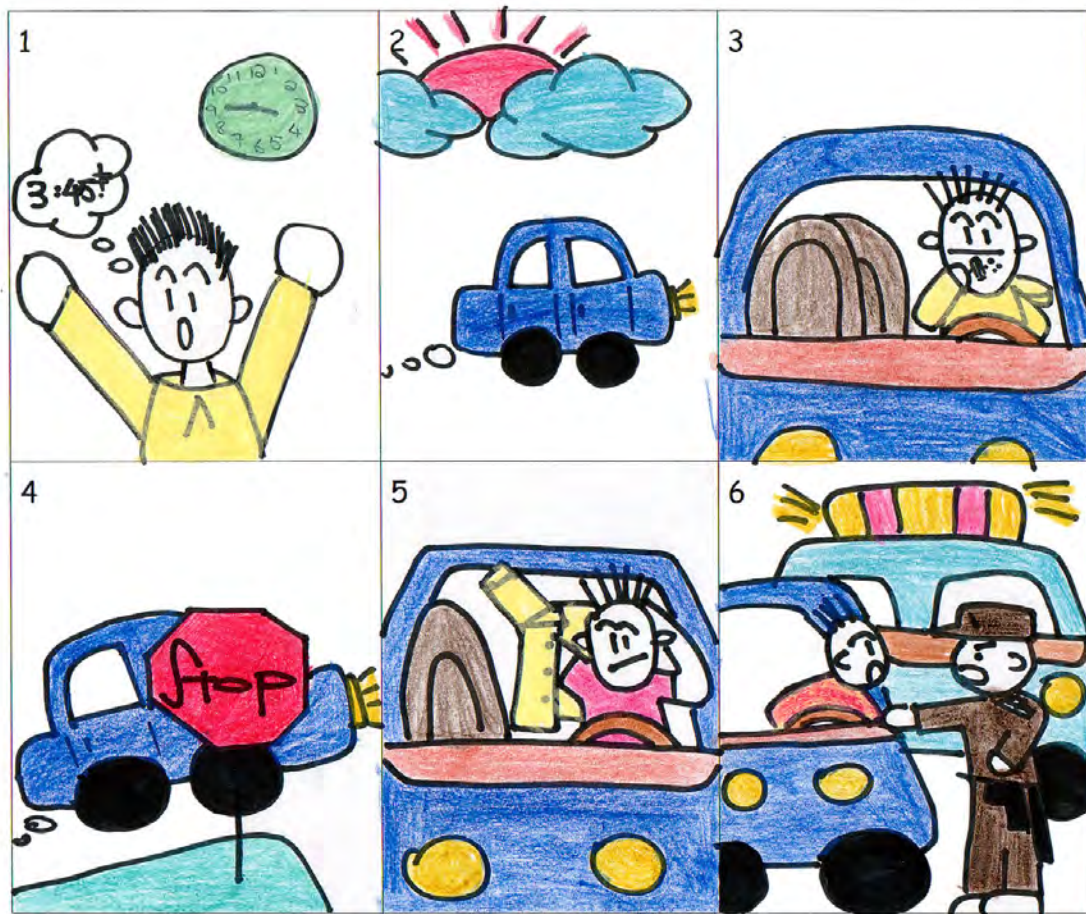
PRUEBA DE HABLAR 3.2

You are in a restaurant and are ordering food from your waiter. You need to order a meal, a drink, and a desert, and also communicate that you are allergic to something so the waiter makes sure it's not in the food. With your partner, please flip a coin to see who will be the waiter and who will be the diner.

Example of Picture-Sequence Speaking Assessment

PRUEBA DE HABLAR 2.2

Using the following pictures, please tell a story for at least 1 minute. If you don't know how to say something, move on instead of staying stuck. Be sure to take the time to be descriptive and fully develop your story. You will have 2 minutes to look at the picture and collect your thoughts before you speak.



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MC 8.1A

Example of Small-Group Speaking Assessment

PRUEBA DE HABLAR 4.1

You will form a group of four students. With your group you will have 10 minutes to draw out a four-scene story AND to practice what you will say. Each person must talk about one square in front of the class. There may not be any words, letters, numbers, or symbols written on any of the pictures. You may not use a cheat sheet. You may only use the pictures to help you remember what to say. You are not being graded on your artwork, so don't spend your whole time drawing out the story. When the time is up, groups will be called at random to tell their story in front of the class.

Example of Whole-Class Speaking Assessment

PRUEBA DE HABLAR 4.2

Using the pictures on the overhead, you will talk about one frame at random in Spanish. Each student will be randomly called upon. When it's your turn, roll the dice. The number on the dice will determine which frame you will need to talk about. You will have no more than 30 seconds to talk.

Example of Spontaneous Skit Speaking Assessment

PRUEBA DE HABLAR 3.2

Practice the following 5 doctor-patient scenarios in Spanish. You will be called at random and you and your partner will need to perform in Spanish one of the 5 scenarios picked at random. A coin will be flipped to determine which person will be the doctor and which will be the patient.

1. You are stung by a bee and are allergic.
2. You are very sick by something you ate.
3. You have a very serious cold/flu.
4. You are hit by a car and broke your leg.
5. You fell in the bathtub and broke your arm.

4-skill sub activity

1. have students write their own story
2. in small groups of 4 or 5, have each student read their story aloud to the group
3. while each person is reading, the other group members write 3 questions about what they hear
4. group chooses one story to illustrate (one box per group member)
5. groups go up to front of class and present their story (no words may be used; only pictures)
6. as students listen to the groups, they write 3 questions about each story they hear
7. have the students vote on the best presentation