

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

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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