

WELLESLEY PUBLIC SCHOOLS

Classical & Modern Languages Speaking & Writing Task Rubric

A Advanced/Meets Expectations in a Superior Manner

(A car driving on a smooth, paved road)

TASK COMPLETION	Superior completion of the task; Responses appropriate & provided in an elaborate and creative fashion through thematic development.
COMPREHENSIBILITY	Responses easily understood, requiring no interpretation on the part of the reader/listener.
FLUENCY*	Speech continuous, with few pauses or stumbling.
STYLE & COMPLEXITY	Strong command of the language; Message is effectively communicated with natural and authentic confidence; Variety of structures, cohesive devices [†] , idiomatic expressions, sentences, and (where appropriate) paragraphs.
PRONUNCIATION*	Sounds natural. <i>Chinese</i> : Tones are almost perfect and sound natural.
VOCABULARY	Rich, varied use of old and new vocabulary.
LANGUAGE CONTROL	Excellent control of language structures; Few or no grammatical errors.
MECHANICS**	Few or no errors in spelling, accent marks, punctuation, and/or capitalization. <i>Chinese</i> : Characters are well proportioned, and almost all strokes are placed correctly.

B Proficient/Adequately Meets Expectations

(A car on a road with speed bumps)

TASK COMPLETION	Task complete; Responses are appropriate and adequately developed.
COMPREHENSIBILITY	Responses are mostly understood, requiring minimal interpretation.
FLUENCY*	Speech somewhat continuous, with a few pauses.
STYLE & COMPLEXITY	Adequate to good command of the language. Some variety of structures, cohesive devices [†] , idiomatic expressions, sentences, and paragraphs; Where appropriate, emerging variety of paragraphs; Some awkward literal translations.
PRONUNCIATION*	Sounds natural, with some awkwardness. <i>Chinese</i> : Tones are well articulated, but sometimes sound forced.
VOCABULARY	Adequate and accurate use of some old and new vocabulary.
LANGUAGE CONTROL	Some grammatical and structural errors.
MECHANICS**	Some errors in spelling, accent marks, punctuation, and/or capitalization. <i>Chinese</i> : Most characters are well proportioned; some strokes are missing or incorrect.

C Needs Improvement/Almost Meets Expectations

(A car on an unpaved road)

TASK COMPLETION	Task partially complete; Responses mostly appropriate, yet too basic.
COMPREHENSIBILITY	Text mostly understood, but requires interpretation on the part of the reader/listener.
FLUENCY*	Speech choppy or slow, with frequent pauses, few or no complete thoughts.
STYLE & COMPLEXITY	Some command of the language; Message is communicated with some difficulty or lack of detail; Simple and/or repetitive sentences; Limited use of cohesive devices [†] , idiomatic expressions, sentences, and (where appropriate) paragraphs. Some awkwardness of expression.
PRONUNCIATION*	Occasionally interferes with communication. <i>Chinese</i> : There are some Tones present, but the majority are incorrect or nonexistent.
VOCABULARY	Somewhat inadequate and/or inaccurate use of vocabulary.
LANGUAGE CONTROL	Frequent and/or serious grammatical errors that interfere with comprehension.
MECHANICS**	Many errors in spelling, accent marks, punctuation, and/or capitalization. <i>Chinese</i> : Some characters are well proportioned, but the majority are not; many strokes are missing or incorrect.

D-F Unacceptable/Does Not Meet Expectations

(A car on an unpaved road hitting many potholes)

TASK COMPLETION	Task minimally complete. Responses frequently inappropriate and/or incomplete.
COMPREHENSIBILITY	Response difficult to understand.
FLUENCY*	Speech chopping and uneven; Long pauses and/or incomplete thoughts.
STYLE & COMPLEXITY	Minimal command of the language. Some use of complete sentences; Inappropriate or limited use of cohesive devices [†] , idiomatic expressions, sentences, and (where appropriate) paragraphs. Expression awkward.
PRONUNCIATION*	Frequently interferes with communication. <i>Chinese</i> : Tones are not recognizable.
VOCABULARY	Inadequate/inaccurate use of vocabulary.
LANGUAGE CONTROL	Inadequate and/or inaccurate use of basic language structures.
MECHANICS**	Inaccurate spelling, accent marks, punctuation, and/or capitalization. <i>Chinese</i> : Characters are unrecognizable.

June COD-F0

***FLUENCY & PRONUNCIATION** apply to speaking tasks only.

****MECHANICS** applies to writing tasks only.

WELLESLEY PUBLIC SCHOOLS

Classical & Modern Languages Speaking & Writing Task Rubric

Task Completion

- A** Superior completion of the task; Responses appropriate & provided in an elaborate and creative.
- B** Task complete; Responses are appropriate and adequately developed.
- C** Task partially complete; Responses mostly appropriate, yet too basic.
- D-F** Task minimally complete. Responses frequently inappropriate and/or incomplete.

Comprehensibility

- A** Responses easily understood, requiring no interpretation on the part of the reader/listener.
- B** Responses are mostly understood, requiring minimal interpretation.
- C** Text mostly understood, but requires interpretation on the part of the reader/listener.
- D-F** Response difficult to understand.

Fluency*

- A** Speech continuous, with few pauses or stumbling.
- B** Speech somewhat continuous, with a few pauses.
- C** Speech choppy or slow, with frequent pauses, few or no complete thoughts.
- D-F** Speech chopping and uneven; Long pauses and/or incomplete thoughts.

Style & Complexity

- A** Strong command of the language; Message is effectively communicated with natural and authentic confidence; Variety of structures, cohesive devices[†], idiomatic expressions, sentences, and (where appropriate) paragraphs.
- B** Adequate to good command of the language. Some variety of structures, cohesive devices[†], idiomatic expressions, sentences, and paragraphs; Where appropriate, emerging variety of paragraphs; Some awkward literal translations.
- C** Some command of the language; Message is communicated with some difficulty or lack of detail; Simple and/or repetitive sentences; Limited use of cohesive devices[†], idiomatic expressions, sentences, and/or paragraphs. Some awkwardness of expression.
- D-F** Minimal command of the language. Some use of complete sentences; Inappropriate or limited use of cohesive devices[†], idiomatic expressions, sentences, and/or paragraphs. Expression awkward.

Pronunciation*

- A** Sounds natural. *Chinese*: Tones are almost perfect and sound natural.
- B** Sounds natural, with some awkwardness. *Chinese*: Tones are well articulated, but sometimes sound forced.
- C** Occasionally interferes with communication. *Chinese*: There are some Tones present, but the majority are incorrect or nonexistent.
- D-F** Frequently interferes with communication. *Chinese*: Tones are not recognizable.

Vocabulary

- A** Rich, varied use of old and new vocabulary.
- B** Adequate and accurate use of some old and new vocabulary.
- C** Somewhat inadequate and/or inaccurate use of vocabulary.
- D-F** Inadequate/inaccurate use of vocabulary.

Language Control

- A** Excellent control of language structures; Few or no grammatical errors.
- B** Some grammatical and structural errors.
- C** Frequent and/or serious grammatical errors that interfere with comprehension.
- D-F** Inadequate and/or inaccurate use of basic language structures.

Mechanics

- A** Few or no errors in spelling, accent marks, punctuation, and/or capitalization. *Chinese*: Characters are well proportioned, and almost all strokes are placed correctly.
- B** Some errors in spelling, accent marks, punctuation, and/or capitalization. *Chinese*: Most characters are well proportioned; some strokes are missing or incorrect.
- C** Many errors in spelling, accent marks, punctuation, and/or capitalization. *Chinese*: Some characters are well proportioned, but the majority are not; many strokes are missing or incorrect.
- D-F** Inaccurate spelling, accent marks, punctuation, and/or capitalization. *Chinese*: Characters are unrecognizable.

WELLESLEY PUBLIC SCHOOLS CLASSICAL & MODERN LANGUAGES SPEAKING & WRITING TASK RUBRIC

*FLUENCY & PRONUNCIATION apply to speaking tasks only.

**MECHANICS applies to writing tasks only.

- A** **Advanced/Meets Expectations in a Superior Manner (A- to A+)** (A car driving on a smooth, paved road)
- B** **Proficient/Adequately Meets Expectations (B- to B+)** (A car on a road with speed bumps)
- C** **Needs Improvement/Almost Meets Expectations (C- to C+)** (A car on an unpaved road)
- D-F** **Unacceptable/Does Not Meet Expectations (F to D+)** (A car on an unpaved road hitting many potholes)

Updated on: Wednesday, June 23, 2011

EXPLANATION OF RUBRIC

TASK COMPLETION

This domain measures how thoroughly the student completed the task.

It is a big picture domain that reflects the communication of the message. Consequently it is affected by the other domains.

COMPREHENSIBILITY

This domain measures the degree to which the reader/listener needs to interpret the response.

It is a big picture domain that reflects the communication of the message. Consequently it is affected by the other domains. Errors in vocabulary and language control may or may not interfere with comprehensibility. Use of English does interfere.

FLUENCY

This domain measures the ease with which the speaker delivers the message.

Ease and comfort with the language increase with practice.

STYLE & COMPLEXITY

This domain measures the degree of sophistication and style used to communicate ideas — not *what* was said, but *how* it was said.

†**Cohesive devices** are described by ACTFL as follows: “These are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the ‘narrative’ is a story, a description, or a set of instructions. Adverbs and conjunctions serve most frequently as cohesive devices (words and phrases such as *and*, *but*, *because*, *suddenly*, *in the first place*, *however*). They permit logical sequencing; they establish time-frames for actions and events; they create structures of meaning by establishing principal and supporting language units.” Expectations in this domain for novice learners vary greatly from beginning to end of year.

PRONUNCIATION

This domain measures pronunciation as it affects communication.

At novice levels, the intended audience is a sympathetic listener/reader who actively tries to understand. This domain does not measure number of errors, but overall quality as it affects communication.

VOCABULARY

This domain measures accuracy, variety and quantity of vocabulary in the student response.

When students choose simplified vocabulary in an attempt to avoid errors, the result is often accurate but inadequate use of vocabulary. Students should learn to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop”, the student could use words such as “where they fix cars, a place for broken cars, a car hospital or a car doctor.” Titles of films, books, and TV shows can be given in English, but, of course, the response gets no credit for the title. In a formative assessment, recently learned vocabulary should be evident in the response where appropriate. In a summative assessment (usually end-of-unit, or end-of-year), the student should incorporate vocabulary from prior units or courses.

LANGUAGE CONTROL

This domain measures the use and accuracy of language structures.

In summative assessments (usually end-of-unit or end-of-year), students are asked to demonstrate the skills acquired over the whole language learning experience. Due to the fact that in a writing task the student has more opportunity for reflection and self-correction, the expectation level is slightly higher in the grammar domain for the writing performance than in the speaking performance.

MECHANICS

This domain measures accuracy of spelling, punctuation, and capitalization and the proper use of accents, etc.

Since this domain measures four different aspects, the student should be rewarded for what is correct as well as penalized for what is incorrect. Depending on the language taught and the topics stressed in class, the teacher may want to weigh one aspect more than another. Repeated errors have less impact than a variety of errors.

Since spelling interferes most with comprehensibility, more weight should be given to spelling mistakes than other errors in mechanics. A response that is very short or includes many English words cannot receive more than a C in mechanics because there is insufficient evidence of correct mechanics. A misspelled verb ending should be considered a grammatical error and should not be evaluated in this domain. A spelling mistake in the root of the verb is considered an error in mechanics, except when it is a stem-changing verb.

Adapted from NECTFL (<http://wwwC.dickinson.edu/prorg/nectfl/>).