Presentational Writing & Speaking Performance Rubric & Feedback Form

Can Do's	[Specific language functions and content from the unit of study]

(4) Advanced	(3) Meets standard	(2) Approaching standard	(1) Does not meet standard YET
I can **independently** create a spoken or written message using **novice-mid** language and **level-up** language.	I can **independently** create a spoken or written message using **novice-mid** language.	I can **independently** create a spoken or written message using some **novice-mid** language and some below **novice-mid**.	I can **independently** create a spoken or written message using language below **novice-mid**.

NOVICE-MID SUCCESS CRITERIA	Advanced	Meets	Approaching	Does Not Meet
I can mostly be understood by someone used to a language learner.				
I use highly practiced words and expressions.				
I use simple, memorized sentences, and questions.				
I convey my knowledge of a few basic cultural products and practices.				
My errors with targeted structures and/or word order do not interfere with communication.				

TEACHER NOTES or STUDENT REFLECTION: EVIDENCE THAT SUPPORTS ON-LEVEL PERFORMANCE & FEEDBACK FOR GROWTH

Presentational Writing & Speaking Performance Rubric & Feedback Form

Wellesley Public Schools
Learning • Caring • Innovating

Can Do's	[Specific language functions and content from the unit of study]

(4) Advanced	**(3) Meets standard**	**(2) Approaching standard**	**(1) Does not meet standard YET**
I can **independently** create a spoken or written message using **novice-high** language and **level-up** language.	I can **independently** create a spoken or written message using **novice-high** language.	I can **independently** create a spoken or written message using some **novice-high** language and some below **novice-high**.	I can **independently** create a spoken or written message using language below **novice-high**.

NOVICE-HIGH SUCCESS CRITERIA	Advanced	Meets	Approaching	Does Not Meet
I can mostly be understood by someone used to a language learner.				
I use highly practiced words and expressions and can add simple details.				
I use sentences, and simple questions. I begin to combine words and phrases to create original sentences.				
I convey my knowledge of a few basic cultural products and practices.				
My errors with targeted structures and/or word order do not interfere with communication.				

TEACHER NOTES or STUDENT REFLECTION: EVIDENCE THAT SUPPORTS ON-LEVEL PERFORMANCE & FEEDBACK FOR GROWTH

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Can Do's	[Specific language functions and content from the unit of study]

(4) Advanced	(3) Meets standard	(2) Approaching standard	(1) Does not meet standard YET
I can **independently** create a spoken or written message using **intermediate-low** language and **level-up** language.	I can **independently** create a spoken or written message using **intermediate-low** language.	I can **independently** create a spoken or written message using some **intermediate-low** language and some below **intermediate-low**.	I can **independently** create a spoken or written message using language below **intermediate-low**.

INTERMEDIATE-LOW SUCCESS CRITERIA	Advanced	Meets	Approaching	Does Not Meet
I can be understood by someone used to a language learner.				
I begin to create with the language. I can use a variety of familiar and personalized words and expressions. I can give some details.				
I use simple strings of sentences. I can combine words and phrases to create original sentences. I pose basic questions (as appropriate).				
I convey my knowledge of basic cultural products and practices. I use some culturally appropriate vocabulary and expressions.				
My errors with targeted structures and/or word order do not interfere with communication.				

TEACHER NOTES or STUDENT REFLECTION: EVIDENCE THAT SUPPORTS ON-LEVEL PERFORMANCE & FEEDBACK FOR GROWTH

Presentational Writing & Speaking Performance Rubric & Feedback Form

Can Do's	[Specific language functions and content from the unit of study]

(4) Advanced	(3) Meets standard	(2) Approaching standard	(1) Does not meet standard YET
I can **independently** create a spoken or written message using **intermediate-mid** language and **level-up** language.	I can **independently** create a spoken or written message using **intermediate-mid** language.	I can **independently** create a spoken or written message using some **intermediate-mid** language and some below **intermediate-mid**.	I can **independently** create a spoken or written message using language below **intermediate-mid**.

INTERMEDIATE-MID SUCCESS CRITERIA	Advanced	Meets	Approaching	Does Not Meet
I can easily be understood by someone used to a language learner.				
I can use a variety of words, expressions and personalized vocabulary and begin to use expanded vocabulary. I can give details.				
I use strings of sentences to describe or explain. I combine simple sentences using connector words to create original sentences. I pose questions to direct or advance a presentation or written work.				
I convey my knowledge of differences in familiar (learned or experienced) cultural products and practices. I use culturally appropriate vocabulary and expressions.				
My errors with targeted structures and/or word order do not interfere with communication.				

TEACHER NOTES or STUDENT REFLECTION: EVIDENCE THAT SUPPORTS ON-LEVEL PERFORMANCE & FEEDBACK FOR GROWTH

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Can Do's	[Specific language functions and content from the unit of study]

(4) Advanced	**(3) Meets standard**	**(2) Approaching standard**	**(1) Does not meet standard YET**
I can **independently** create a spoken or written message using **intermediate-high** language and **level-up** language.	I can **independently** create a spoken or written message using **intermediate-high** language.	I can **independently** create a spoken or written message using some **intermediate-high** language and some below **intermediate-high**.	I can **independently** create a spoken or written message using language below **intermediate-high**.

INTERMEDIATE-HIGH SUCCESS CRITERIA	Advanced	Meets	Approaching	Does Not Meet
I can generally be understood by a native speaker who doesn't know I'm a language learner.				
I use a wide range of words and expressions. I expand and begin to elaborate, sometimes even in an unexpected context.				
I use connected sentences to describe and explain. I can begin to communicate or tell a paragraph-length story.				
I convey my knowledge of differences in familiar cultural products, practices and perspectives. I use culturally appropriate vocabulary and expressions.				
My errors with targeted structures and/or word order do not interfere with communication.				

TEACHER NOTES or STUDENT REFLECTION: EVIDENCE THAT SUPPORTS ON-LEVEL PERFORMANCE & FEEDBACK FOR GROWTH

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Can Do's	[Specific language functions and content from the unit of study]

(4) Advanced	**(3) Meets standard**	**(2) Approaching standard**	**(1) Does not meet standard YET**
I can **independently** create a spoken or written message using **advanced-low** language and **level-up** language.	I can **independently** create a spoken or written message using **advanced-low** language.	I can **independently** create a spoken or written message using some **advanced-low** language and some below **advanced-low**.	I can **independently** create a spoken or written message using language below **advanced-low**.

ADVANCED-LOW SUCCESS CRITERIA	Advanced	Meets	Approaching	Does Not Meet
I can easily be understood by a native speaker who doesn't know I'm a language learner.				
I use extensive vocabulary to communicate ideas. I can consistently expand and elaborate and use idiomatic expressions.				
I communicate in clear and organized paragraphs. I pose questions that probe beyond basic details. I narrate in various time frames.				
I compare diverse cultural products and practices. I can convey knowledge of some cultural perspectives of individuals and institutions in a society.				
My errors with targeted structures and/or word order do not interfere with communication.				

TEACHER NOTES or STUDENT REFLECTION: EVIDENCE THAT SUPPORTS ON-LEVEL PERFORMANCE & FEEDBACK FOR GROWTH

Presentational Writing & Speaking Performance Rubric & Feedback Form

	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
How well am I understood? *Comprehensibility*	I can be understood with difficulty by someone used to a language learner.	I can mostly be understood by someone used to a language learner.	I can be understood by someone used to a language learner.	I can be easily understood by someone used to a language learner.	I can generally be understood by a native speaker who doesn't know I'm a language learner.	I can easily be understood by a native speaker who doesn't know I'm a language learner.
How varied is my vocabulary? *Vocabulary*	I use highly practiced words and expressions.	I use highly practiced words and expressions. I can add simple details.	I begin to create with the language. I can use a variety of familiar and personalized words and expressions. I can give some details.	I can use a variety of words, expressions and personalized vocabulary and begin to use expanded vocabulary. I can give details.	I use a wide range of words and expressions. I expand and begin to elaborate, sometimes even in an unexpected context.	I use extensive vocabulary to communicate ideas. I can consistently expand and elaborate and use idiomatic expressions.
How do I structure my message? *Text Type*	I use highly predictable words, lists, and memorized *phrases.	I use phrases, short sentences, and simple questions (as appropriate). I begin to combine words and phrases to create original sentences.	I use simple strings of sentences. I can combine words and phrases to create original sentences. I pose basic questions (as appropriate).	I use strings of sentences to describe or explain. I combine simple sentences using connector words to create original sentences. I pose questions to direct or advance a presentation or written work.	I use connected sentences to describe and explain. I can begin to communicate or tell a paragraph-length story.	I communicate in clear and organized paragraphs. I pose questions that probe basic details. I narrate in various time frames.
How do I show what I know about the standard cultures? *Cultural Awareness**	I express my knowledge of some cultural products and practices, but still somewhat stereotypically.	I convey my knowledge of a few basic cultural products and practices.	I convey my knowledge of basic cultural products and practices. I use some culturally appropriate vocabulary and expressions.	I convey my knowledge of differences in familiar (learned or experienced) cultural products and practices. I use culturally appropriate vocabulary and expressions.	I convey my knowledge of differences in familiar cultural products, practices and perspectives. I use culturally appropriate vocabulary and expressions.	I compare diverse cultural products and practices. I can convey knowledge of some cultural perspectives of individuals and institutions in a society.

	Emerging	Developing	Meets standard	Strong
How accurately do I use language to communicate? *Language Control*	My errors with targeted structures and/or word order interfere consistently with communication.	My errors with targeted structures and/or word order interfere somewhat with communication.	My errors with targeted structures and/or word order do not interfere with communication.	My errors with targeted structures and/or word order do not interfere with communication even when I take some risks with language.
This category is a secondary focus, given less weight and used in conjunction with comprehensibility.				