

## Appendix E: Assessment Blackline Masters

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## Self-assessment Checklist

**Nome:** Luigi

**Livello:** 10-3Y

**Data:** 2 aprile

<b>Posso farlo ...</b>	<b>Sì</b>	<b>Non ancora</b>
talk about how Italian and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Italian and not get discouraged		✓
check my work over to fix mistakes		✓

**Note:** This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

## Self-assessment Checklist

<b>Nome:</b>	<b>Livello:</b>	<b>Data:</b>
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<b>Posso farlo ...</b>	<b>Sì</b>	<b>Non ancora</b>

## Self-assessment Rating Scale

**Nome:** Sofia

**Livello:** 10-3Y

**Data:** 22 aprile

<i>posso farlo ...</i>	<i>Mai</i>	<i>Qualche volta</i>	<i>Di solito</i>	<i>Sempre</i>
• tell someone I'm happy	●	●	●	●
• tell someone I'm sad	●	●	●	●
• tell someone I'm angry	●	●	●	●
• tell someone I'm tired	●	●	●	●
• show someone I'm surprised	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** All criteria in this sample address outcome A-2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

# Self-assessment Rating Scale

<b>Nome:</b>	<b>Livello:</b>	<b>Data:</b>
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<i>posso farlo ...</i>	<i>Mai</i>	<i>Qualche volta</i>	<i>Di solito</i>	<i>Sempre</i>
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

## Peer-assessment Checklist

<b>Nome:</b>	Nicoletta	<b>Livello:</b>	10-3Y	<b>Data:</b>	14 febbraio
<b>Nome del compagno/della compagna:</b>	Carmela	<b>Attività:</b>	La poesia con i nomi		

<b>Il mio compagno/la mia compagna può ...</b>	<b>Sì</b>	<b>Non ancora</b>
write a descriptive word in Italian for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

**Mi piace:** you picked really good Italian words to describe yourself—some of them were from our new vocabulary list.

**Puoi migliorare:** check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

**Note:** This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

## Peer-assessment Checklist

<b>Nome:</b>	<b>Livello:</b>	<b>Data:</b>
<b>Nome del compagno/del la compagna:</b>	<b>Attività:</b>	

<i>Il mio compagno/la mia compagna può ...</i>	<i>Sì</i>	<i>Non ancora</i>

**Mi piace:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Puoi migliorare:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Self-assessment Checklist and Goal Setting

<b>Nome:</b> Tina	<b>Livello:</b> 10-3Y	<b>Data:</b> il primo febbraio
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Posso farlo ...	Sì	Non ancora	What I am going to do next ...
say hello and goodbye	✓		Say hello and goodbye in Italian to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "Buon Compleanno"		✓	Sing "Buon Compleanno" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

**Note:** This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

## Self-assessment Checklist and Goal Setting

<b>Nome:</b>	<b>Livello:</b>	<b>Data:</b>
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<i>Posso farlo ...</i>	<i>Sì</i>	<i>Non ancora</i>	<i>What I am going to do next ...</i>

## Long-term Goal Setting

**Nome:** Pietro

**Livello:** 10-3Y

**Data:** *il primo febbraio*

### Goal #1:

**By the end of this term, I would like to:** know what to say to ask for directions in Italian.

**To achieve this goal, I will:** look up the words I need to know and write a role-play to perform with a friend.

**My teacher can help me** with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

**My parents can help me by:** practising my role-play with me at home.

### Goal #2:

**By the end of this term, I would like to:** learn more about what it's like to live in Italy.

**To achieve this goal, I will:** research Italy on the Internet and ask my neighbour, Mrs. Rossi, what it's like to live there.

**My teacher can help me by:** bringing in books and pictures of Italy and, maybe, showing a movie.

**My parents can help me by:** buying me a book on Italy for my birthday and taking me to Italy on vacation!

**Note:** This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

## Long-term Goal Setting

<b>Nome:</b>	<b>Livello:</b>	<b>Data:</b>
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### Goal #1:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

### Goal #2:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My teacher can help me by: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

## Anecdotal Notes

Nome	Data	Attività	Outcome	Sì	Non ancora	Commenti
Michele	Jan. 8	Simon Says	LC-2.1a understands a series of simple spoken sentences from a variety of media in guided situations		✓	Seemed to understand the directions but mixed up several body parts.
Giosuè	Jan. 8	Simon Says	LC-2.1a understands a series of simple spoken sentences from a variety of media in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Alberta	Jan. 15	Go Fish card game	A-3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Anna	Jan. 15	Small group discussion	A-3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Maria	Jan. 17	Small group discussion	A-3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Maria	Jan. 25	Small group discussion	A-3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michele	Jan. 25	Body part vocabulary review	LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields.	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

**Note:** This form of Anecdotal Notes allow teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

## Anecdotal Notes

<i>Nome</i>	<i>Data</i>	<i>Attività</i>	<i>Outcome</i>	<i>Sì</i>	<i>Non ancora</i>	<i>Commenti</i>

## Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
Lisa	Sept. 23	Singing traditional Italian songs	A-5.1a use Italian for fun	Yes	Not Yet
Marco	Sept. 23	Singing traditional Italian songs	A-5.1a use Italian for fun	Yes	Not Yet
Andrea	Sept. 23	Singing traditional Italian songs	A-5.1a use Italian for fun	Yes	Not Yet
Maya	Oct. 1	Singing the alphabet song	LC-1.2a recognize and name basic elements of the writing system	Yes	Not Yet
Jack	Oct. 1	Singing the alphabet song	LC-1.2a recognize and name basic elements of the writing system	Yes	Not Yet
Cole	Oct. 10	Playing the alphabet game	LC-1.2a recognize and name basic elements of the writing system	Yes	Not Yet
Mia	Oct. 10	Playing the alphabet game	LC-1.2a recognize and name basic elements of the writing system	Yes	Not Yet
Jack	Oct. 10	Playing the alphabet game	LC-1.2a recognize and name basic elements of the writing system	Yes	Not Yet
Cole	Oct. 25	Creating a personal dictionary organized by the alphabet	LC-1.2a recognize and name basic elements of the writing system	Yes	Not Yet
Mia	Oct. 27	Creating a personal dictionary organized by the alphabet	LC-1.2a recognize and name basic elements of the writing system	Yes	Not Yet

**Note:** In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

# Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome?	
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet

## Checklist and Comments 1

<b>Livello:</b> 10-3Y	<b>Data:</b> <i>il tre maggio</i>	<b>Attività</b> <i>Domande/risposte individuali</i>
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**Specific Outcome:** S–2.3a use simple productive strategies with guidance

Student Names:	Has met the outcome:	
	<i>Sì</i>	<i>Non ancora</i>
• <u>Jan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Al</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Freddie</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Kevin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Sheryl</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Abe</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Johanna</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Benjamin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Franco</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Notes for future planning:** do a role-play activity in which we talk about productive strategies students can use when speaking Italian; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

**Note:** This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also plan for future instruction.

# Checklist and Comments 1

<b>Livello:</b>	<b>Data:</b>	<b>Attività:</b>
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Specific Outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Names:	Has met the outcome:	
	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Checklist and Comments 2

<b>Livello:</b> 10-3Y	<b>Data:</b> <i>il cinque ottobre</i>	<b>Attività:</b> <i>conversazioni al telefono</i>
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**Specific Outcome(s):** A-3.2a respond to offers, invitations and instructions;  
 LC-1.1a pronounce some common words and phrases comprehensibly;  
 LC-1.1b use intonation to express meaning; LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

<p>Lance _____ <b>can:</b>          (Student name)</p>		<b>Yes</b>	<b>Not Yet</b>
<ul style="list-style-type: none"> <li>• invite a friend to do something <span style="float: right;"><input checked="" type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• accept and reject an invitation <span style="float: right;"><input checked="" type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• pronounce words comprehensibly <span style="float: right;"><input checked="" type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• use intonation to express inquiry <span style="float: right;"><input type="checkbox"/></span> <span style="float: right;"><input checked="" type="checkbox"/></span></li> <li>• use appropriate vocabulary related to hobbies and invitations <span style="float: right;"><input checked="" type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• _____ <span style="float: right;"><input type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• _____ <span style="float: right;"><input type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• _____ <span style="float: right;"><input type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• _____ <span style="float: right;"><input type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> <li>• _____ <span style="float: right;"><input type="checkbox"/></span> <span style="float: right;"><input type="checkbox"/></span></li> </ul>			
<p><b>Done well:</b> Seems to have a good understanding of the vocabulary.</p>			
<p><b>Could improve:</b> Seems not to understand intonation and how it can affect meaning.</p>			
<p><b>Note:</b> This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.</p>			

## Checklist and Comments 2

<b>Livello:</b>	<b>Data:</b>	<b>Attività:</b>
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Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____ can: (Student name)		
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
Done well:	_____	
	_____	
	_____	
Could improve:	_____	
	_____	
	_____	

## Rating Scale 1

<b>Livello:</b> 10-3Y	<b>Data:</b> il 10 marzo	<b>Attività:</b> Group classroom scavenger hunt
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**Specific Outcome:** A-3.3b encourage other group members to act appropriately

<b>Student meets the outcome:</b>				
<b>Student Names:</b>	<i>Mai</i>	<i>Qualcha volta</i>	<i>Di solito</i>	<i>Sempre</i>
• <u>Jeremy</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Raj</u>	●	●	●	●
• <u>Sunita</u>	●	●	●	●
• <u>Alicia</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Billy</u>	●	●	●	●
• <u>Dimitri</u>	●	●	●	●
• <u>Kim</u>	●	●	●	●
• <u>Tran</u>	●	●	●	●
• <u>Frida</u>	●	●	●	●
• <u>Tim</u>	●	●	●	●
• <u>Tania</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Lilly</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wes</u>	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.



## Rating Scale 2

<b>Livello:</b> 10-3Y	<b>Data:</b> <i>il dodici novembre</i>	<b>Attività:</b> <i>Unità: La mia famiglia</i>
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**Specific Outcome(s):** A-1.1b ask for and provide basic information; LC-1.2b write words of personal significance; LC-1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC-2.5a interact, using a sequence of simple sentences, in guided situations; S-2.3a use simple productive strategies with guidance

**Student Name:** Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	○	●	●
• identified the people in his or her family correctly	●	●	○	●
• used words relevant to the family correctly	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used illustrations to provide relevant details about his or her family	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

## Rating Scale 2

<b>Livello:</b>	<b>Data:</b>	<b>Attività:</b>
-----------------	--------------	------------------

Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

## Rating Scale 3

<b>Livello:</b> 10-3Y	<b>Data:</b> il 10 marzo	<b>Attività:</b> Reading out some familiar words
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**Specific Outcome(s):** LC–1.1a pronounce some common words and phrases comprehensibly; LC–1.1b use intonation to express meaning

### Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words — **no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words — a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most words — **several** errors but still comprehensible
- ★ Demonstrated **lots** of errors — **mostly** incomprehensible

Name of Student		Name of Student	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

**Note:** This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.



## Rubric (10-3Y)

**Name:** Jeanne

**Date:** October 17

**Activity:** Conversation – making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2b	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1a	<b>Consistently</b> uses proper pronunciation.	<b>Frequently</b> uses proper pronunciation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper pronunciation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses proper pronunciation. The overall message is <b>difficult to understand</b> .
Intonation LC-1.1b	<b>Consistently</b> uses proper intonation.	<b>Frequently</b> uses proper intonation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper intonation. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> uses proper intonation. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to making plans with a friend.	<b>Frequently</b> uses words related to making plans with a friend. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to making plans with a friend. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> uses words related to making plans with a friend. The overall message is <b>difficult to understand</b> due to errors.

**Note:** This Rubric demonstrates how a teacher can assess one student’s performance as it relates to different learning outcomes.

# Rubric

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
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Outcome	Excellent	Very Good	Acceptable	Limited

## Rubric and Checklist (10-3Y)

<b>Name:</b> Ellen	<b>Date:</b> November 14	<b>Activity:</b> Telephone Conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2b	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1a	<b>Consistently</b> uses proper pronunciation.	<b>Frequently</b> uses proper pronunciation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper pronunciation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses proper pronunciation. The overall message is <b>difficult to understand</b> .
Intonation LC-1.1b	<b>Consistently</b> uses proper intonation.	<b>Frequently</b> uses proper intonation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper intonation. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> uses proper intonation. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to making plans with a friend.	<b>Frequently</b> uses words related to making plans with a friend. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to making plans with a friend. Although there are <b>several</b> errors, the message is still understandable.	<b>Rarely</b> uses words related to making plans with a friend. The overall message is <b>difficult to understand</b> due to errors.
<b>Work habits</b> <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

**Note:** This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

## Rubric and Checklist

Name:

Date:

Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

### Work habits

- |   |   |
|---|---|
| <input type="checkbox"/> worked independently           | <input type="checkbox"/> worked with some assistance                  |
| <input type="checkbox"/> worked with minimal assistance | <input type="checkbox"/> required constant supervision and assistance |

