

## Appendix E: Assessment Blackline Masters

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## Self-Assessment Checklist

Name: Udo

Klasse: 3

Datum: der 2. März

Ich kann ...	Ja!	Noch nicht
talk about how German words and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help myself made understood	✓	
ask for help when I am stuck	✓	
make mistakes in German and not get discouraged		✓
check over my work to fix mistakes		✓

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

## Self-Assessment Checklist

Name:

Klasse:

Datum:

Ich kann ...	Ja!	Noch nicht

# Self-Assessment Rating Scale

Name: Sophia

Klasse: 2

Datum: der 3. März

Ich kann	Nie	Manchmal	Meistens	Immer
• tell someone I'm happy	•	•	•	•
•				
• tell someone I'm sad	•	•	•	•
•				
• tell someone I'm tired	•	•	•	•
•				
• tell someone I'm angry	•	•	•	•
•				
• show someone I'm surprised	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•

**Note:** 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

Name:

Klasse:

Datum:

Ich kann	Nie	Manchmal	Meistens	Immer
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____

## Peer-Assessment Checklist

<b>Name:</b>	Nicole	<b>Klasse:</b>	3	<b>Datum:</b>	der 3. März
<b>Mein Partner / Partnerin</b>	Janelle	<b>Aufgabe:</b>	Geschichte "Mein Familie"		

Mein Partner/Meine Partnerin kann ...	Ja!	Noch nicht
write a short story in German about her family	✓	
write a sentence about each family member	✓	
use a word list to find words to use	✓	
use a word list to check the spelling		✓
draw pictures that match her story	✓	

**Gute Arbeit:** You used good German words to describe your family—some of them were from our new vocabulary list.

**Was besser sein könnte:** Checking your spelling using our word lists. We wrote lots of these words down in our learning logs.

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

# Peer-Assessment Checklist

<b>Name:</b>	<b>Klasse:</b>	<b>Datum:</b>
<b>Mein Partner/ Meine Partnerin:</b>	<b>Aufgabe:</b>	

Mein Partner kann/Meine Partnerin kann ...	Ja!	Noch nicht

**Gute Arbeit:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Was besser sein könnte:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Self-Assessment Checklist and Goal Setting

Name: Julia

Klasse: 2

Datum: der 1. Oktober

Ich kann...	Ja!	Noch nicht	Was ich machen werde ...
say hello and goodbye	✓		Say hello and goodbye in German to at least three people each day.
sing a German song		✓	Learn to sing a German song and sing it to my grandma.
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:** Self-Assessment Checklist and Goal-Setting allows students to assess their abilities and set goals to improve.



## Self-Assessment Checklist and Goal-Setting

Name:

Klasse:

Datum:

Ich kann ...	Ja!	Noch nicht	Was ich machen werde ...

## Long-Term Goal-Setting

**Name:** Robert

**Klasse:** 3

**Datum:** der 1.  
Oktober

### Goal #1:

**By the end of this term, I would like to:** know what to say to invite a friend to my birthday party in German.

**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.

**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 Germany.

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

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

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

**Note:** This long-term 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

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

Klasse: \_\_\_\_\_

Datum: \_\_\_\_\_

### 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: \_\_\_\_\_

\_\_\_\_\_

### Goal #2:

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: \_\_\_\_\_

\_\_\_\_\_

## Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	6.2: Language Competence/Listening: Listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 3)		✓	Seemed to understand the directions but mixed up some body parts.
Josh	Jan. 8	Simon Says	6.2: Language Competence/Listening: Listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 3)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	5.2: Encourage, Support, and Work with Others/Co-operate with Others: Co-operate in a variety of partnership and group structures (Grade 3)	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	5.2: Encourage, Support, and Work with Others/Co-operate with Others: Co-operate in a variety of partnership and group structures (Grade 3)		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	5.2: Encourage, Support and Work with Others/co-operate with others: Co-operate in a variety of partnership and group structures (Grade 3)		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	6.1: Linguistic Elements/Vocabulary: Use vocabulary and expressions appropriately in various contexts in the classroom and school environment (Grade 3)	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	6.1: Linguistic Elements/Vocabulary: Use vocabulary and expressions appropriately in various contexts in the classroom and school environment (Grade 3)	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

**Note:** 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**

<b>Student Name</b>	<b>Date</b>	<b>Activity</b>	<b>Outcome</b>	<b>Yes</b>	<b>Not Yet</b>	<b>Comments</b>

## Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing German songs	7.1 Self-identify/valuing German language and the cultures of German-speaking peoples (Grade 3)	Yes Not Yet
Marc	Sept. 23	Singing German songs	7.1 Self-identify/ valuing German language and the cultures of German-speaking peoples (Grade 3)	Yes Not Yet
Andreas	Sept. 23	Singing German songs	7.1 Self-identify/valuing German language and the cultures of German-speaking peoples (Grade 3)	Yes Not Yet
Su Mei	Oct. 1	Singing the alphabet song	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	Yes Not Yet
Jack	Oct. 1	Singing the alphabet song	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	Yes Not Yet
Ali	Oct. 10	Playing the alphabet game	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	Yes Not Yet
Maya	Oct. 10	Playing the alphabet game	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	Yes Not Yet
Philip	Oct. 10	Playing the alphabet game	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	Yes Not yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	6.4 Language learning strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language) (Grade 3)	Yes Not yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	6.4 Language learning strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language) (Grade 3)	Yes Not yet
<p><b>Note:</b> In cases where the student does not demonstrate a particular criterion, the teacher should plan an appropriate intervention.</p>				

# 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
				Yes Not Yet

## Checklist and Comments 1

<b>Grade:</b> 1	<b>Date:</b> May 3	<b>Activity:</b> Individual Q and A
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**Specific Outcome:** 6.5: Language Use Strategies/interactive: Use simple interactive strategies, with guidance (e.g., interpret and use a variety of non-verbal clues to communicate)

Student Names:	Has met the outcome:	
	Yes	Not Yet
• <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>Su Mei</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Ab</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Nour</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 German (e.g., use non-verbal 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>Grade:</b>	<b>Date:</b>	<b>Activity:</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"/>

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

## Checklist and Comments 2

<b>Grade:</b> 3	<b>Date:</b> October 5	<b>Activity:</b> Telephone conversations (invitations)
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**Specific Outcome(s):** 6.3 Sociocultural/Sociolinguistic Elements/register— recognize that some topics, words, or intonations are inappropriate in certain contexts

Lance _____ <b>can:</b> (Student name)	<b>Yes</b>	<b>Not Yet</b>
• invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" 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"/>

**Done well:** Seems to have a good understanding of the vocabulary.

**Could improve:** Seems not to understand intonation and how it can affect meaning.

**Note:** 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.

## Checklist and Comments 2

<b>Grade:</b>	<b>Date:</b>	<b>Activity:</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"/>
Done well: _____		
_____		
_____		
Could improve: _____		
_____		
_____		

## Rating Scale 1

<b>Grade:</b> K	<b>Date:</b> March 10	<b>Activity:</b> Group classroom scavenger hunt
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**Specific Outcome:** 5.2 Encourage, Support, and Work with Others/co-operate with others—participate in group activities

Student Names:	Student meets the outcome:			
	Never	Sometimes	Usually	Always
• <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 1

<b>Grade:</b>	<b>Date:</b>	<b>Activity:</b>
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Specific Outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name:	Student meets the outcome:			
	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

## Rating Scale 2

**Grade:** 2

**Date:** November 12

**Activity:** Unit: My Family

**Specific Outcome(s):** 1.1: Discover and Explore/Experiment with Language;  
3.2: Select and Process/Identify Personal and Peer Knowledge; 6.1: Linguistic  
Elements/Vocabulary; 6.2: Language Competence/Writing; 6.5: Language Use  
Strategies/Productive

**Student Name:** Tania

<b>Criteria:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
• 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

Grade:	Date:	Activity:
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Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

## Rating Scale 3

<b>Grade:</b> 3	<b>Date:</b> March 10	<b>Activity:</b> Reading out some familiar words
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**Specific Outcome(s):** 6.1: Linguistic Elements/Sound–Symbol System: Use, in structured and oral situations, all elements of the sound-symbol system

### 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.



### Rating Scale 3

<b>Grade:</b>	<b>Date:</b>	<b>Activity:</b>
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Specific Outcome(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Levels of performance and corresponding criteria:

★★★★ \_\_\_\_\_

★★★ \_\_\_\_\_

★★ \_\_\_\_\_

★ \_\_\_\_\_

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
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	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

### Rubric (Grade 3)

<b>Name:</b> Jeanne	<b>Date:</b> October 17	<b>Activity:</b> Conversation: Making plans with a friend
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Outcome	Excellent	Very Good	Acceptable	Limited
6.3: Sociocultural/ Sociolinguistic Elements – idiomatic expressions	<b>Consistently</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Frequently</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Sometimes</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Rarely</b> understands and uses a variety of simple idiomatic expressions as set phrases.
6.3: Sociocultural/ Sociolinguistic Elements – variations in language	<b>Consistently</b> accepts individual differences in speech.	<b>Frequently</b> accepts individual differences in speech.	<b>Sometimes</b> accepts individual differences in speech.	<b>Rarely</b> accepts individual differences in speech.
6.3: Sociocultural/ Sociolinguistic Elements – social conventions	<b>Consistently</b> uses appropriate oral forms of address for frequently encountered people.	<b>Frequently</b> uses appropriate oral forms of address for frequently encountered people.	<b>Sometimes</b> uses appropriate oral forms of address for frequently encountered people.	<b>Rarely</b> uses appropriate oral forms of address for frequently encountered people.

**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>	<b>Outcome</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Limited</b>

## Rubric and Checklist

<b>Name:</b> Ellen	<b>Date:</b> November 14	<b>Activity:</b> Telephone Conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
6.3: Sociocultural/ Sociolinguistic Elements – idiomatic expressions	<b>Consistently</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Frequently</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Sometimes</b> understands and uses a variety of simple idiomatic expressions as set phrases.	<b>Rarely</b> understands and uses a variety of simple idiomatic expressions as set phrases.
6.3: Sociocultural/ Sociolinguistic Elements – variations in language	<b>Consistently</b> accepts individual differences in speech.	<b>Frequently</b> accepts individual differences in speech.	<b>Sometimes</b> accepts individual differences in speech.	<b>Rarely</b> accepts individual differences in speech.
6.3: Sociocultural/ Sociolinguistic Elements – social conventions	<b>Consistently</b> uses appropriate oral forms of address for frequently encountered people.	<b>Frequently</b> uses appropriate oral forms of address for frequently encountered people.	<b>Sometimes</b> uses appropriate oral forms of address for frequently encountered people.	<b>Rarely</b> uses appropriate oral forms of address for frequently encountered people.
<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

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

**Work habits**

- worked independently
- worked with minimal assistance
- worked with some assistance
- required constant supervision and assistance

