

Appendix E: Assessment Blackline Masters

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Self-Assessment Checklist

Name: Udo

Klasse: 4

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 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: 5

Datum: der 3. März

Ich kann	Nie	Manchmal	Meistens	Immer
• talk about a story	●	●	●	●
• describe the characters	●	●	●	●
• talk about the problem	●	●	●	●
• talk the about the ending	●	●	●	●
• draw a picture about the story	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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

Name:	Nicole	Klasse:	6	Datum:	der 3. März
Mein Partner / Partnerin	Janelle	Aufgabe:	Gedicht "Mein Name"		

Mein Partner/Meine Partnerin kann ...	Ja!	Noch nicht
write a descriptive word in German for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary or vocabulary list to find words to use	✓	
use a dictionary to check the spelling of the words		✓
draw pictures that match the descriptive words she used	✓	

Gute Arbeit: You picked really good German words to describe yourself—some of them were from our new vocabulary list.

Was besser sein könnte: 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

Name:	Klasse:	Datum:
Mein Partner/ Meine Partnerin:	Aufgabe:	

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

Gute Arbeit: _____

Was besser sein könnte: _____

Self-Assessment Checklist and Goal-Setting

Name: Julia

Klasse: 4

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.
listen to other people's opinions	✓		Write down in my learning log the opinion of one person from my group.
tell others my opinion		✓	Learn words to help me express my opinion.
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: 4

Datum: der 1.
Oktober

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions 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 and make sure I am saying things properly.

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 life was like in Germany in the Middle Ages.

To achieve this goal, I will: research on the Internet and find books in the library.

My teacher can help me by: finding a helpful book in the library and finding good websites on the Internet.

My parents can help me by: helping me understand the books I'm reading.

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

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	Students listen to short text and record main points	6.2 Language Competence/Listening—listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Seemed to understand the text in general but missed one main point.
Josh	Jan. 8	Students listen to short text and record main points	6. Language Competence/Listening—listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Co-operative group language	5.2 Encourage, Support, and Work with Others/Co-operate with Others—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (Grade 4)	✓		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—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (Grade 4)		✓	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—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly (Grade 4)		✓	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—experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts (Grade 4)	✓		Used some excellent expressions while presenting a role-play.
Michel	Jan. 25	Sharing circle	6.1 Linguistic Elements/Vocabulary—experiment with and use vocabulary and expressions in a variety of classroom, school, and community contexts (Grade 4)	✓		Improved spontaneous use of appropriate vocabulary.

Note: These 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

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

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 4)	<input type="radio"/> Yes <input type="radio"/> Not Yet
Marc	Sept. 23	Singing German songs	7.1 Self-Identify/Valuing German language and the cultures of German-speaking peoples (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not Yet
Andreas	Sept. 23	Singing German songs	7.1 Self-Identify/Valuing German language and the cultures of German-speaking peoples (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not Yet
Su Mei	Oct. 1	Word study	6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not Yet
Jack	Oct. 1	Word study	6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not Yet
Ali	Oct. 10	Secret word game	6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not Yet
Maya	Oct. 10	Secret word game	6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not Yet
Philip	Oct. 10	Secret word game	6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured situations, all elements of the sound-symbol system (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not yet
Simone	Oct. 25	Deduce word pattern rule	6.4 Language Learning Strategies/Cognitive—identify and use a variety of cognitive strategies to enhance language learning (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task) (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not yet
Nour	Oct. 27	Deduce word pattern rule	6.4 Language Learning Strategies/Cognitive—identify and use a variety of cognitive strategies to enhance language learning, (e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task) (Grade 4)	<input type="radio"/> Yes <input type="radio"/> Not yet

Note: In cases where the student does not demonstrate a particular criterion, 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

Grade: 4	Date: May 3	Activity: Individual Q and A
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Specific Outcome: 6.5 Language Use Strategies/interactive—identify and use a variety of interactive strategies (e.g., use the other speaker's words in subsequent conversation)

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

Grade:	Date:	Activity:
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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"/>

Notes for future planning: _____

Checklist and Comments 2

Grade: 4	Date: October 5	Activity: Interview a classmate about interests and hobbies
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Specific Outcome(s): 6.3 Sociocultural/Sociolinguistic Elements/Register—
experiment with formal and informal uses of language in familiar contexts

Lance _____ can: (Student name)	Yes	Not Yet
• ask classmate appropriate questions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• respond to classmate's answers	<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 interests	<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 part of the way through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:
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Specific Outcome(s): _____

_____ can: (Student name)	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"/>
Done well: _____ _____ _____		
Could improve: _____ _____ _____		

Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt
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Specific Outcome: 5.2 Encourage, Support, and Work with Others/Co-operate with Others—appreciate that everyone in a group has to work together to achieve group tasks and act accordingly

Student meets the outcome:				
Student Names:	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

Grade:	Date:	Activity:
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Specific Outcome: _____

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

Rating Scale 2

Grade: 4	Date: November 12	Activity: Unit: German Fairy Tales
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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

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about a story read as a group	●	○	●	●
• identified the characters in the story correctly	●	●	○	●
• used descriptive words to describe the character	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used illustrations to provide relevant details about the story	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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:
--------	-------	-----------

Specific Outcome(s): _____

Student Name: _____

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

Rating Scale 3

Grade: 4	Date: March 10	Activity: Reading out some familiar words
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Specific Outcome(s): 6.1 Linguistic Elements/Sound-Symbol System—consistently use, in structured 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

Grade:	Date:	Activity:
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Specific Outcome(s): _____

Levels of performance and corresponding criteria:

- ★★★★ _____
- ★★★ _____
- ★★ _____
- ★ _____

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

Rubric (Grade 4)

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

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

Rubric

Name:	Date:	Activity:	Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

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

