



BASIC HOMEWORK SUBMISSIONS

CATEGORY	Score 4: Competent	Score 3: Mentoring	Score 2: Apprentice	Score 1: Padwan	Score 0: you're Fired
On Time/COMPLETE	Submission complete at DUE DATE Submission has been done conscientiously and reflects much effort.	Submission complete at DUE DATE Work has some omissions, skipped or copied answers.	Submission complete at DUE DATE ... BUT ... work shown is incomplete; the effort has noticeable errors.	Submission complete at DUE DATE ... BUT ... work shown is virtually untouched, has very minimal effort and many errors	no effort or submission
On Time/ Partial		Submission complete at DUE DATE Work has some omissions, skipped or copied answers.	Submission complete at DUE DATE ... BUT ... work shown is incomplete; the effort has noticeable errors.	complete at DUE DATE ... BUT ... work shown is virtually untouched, has very minimal effort and many errors	no effort or submission
Attempted			Submission complete at DUE DATE ... BUT ... work shown is incomplete; the effort has noticeable errors.	complete at DUE DATE ... BUT ... work shown is virtually untouched, has very minimal effort and many errors	no effort or submission



Marginal attempt			Submission complete at DUE DATE ... BUT ... work shown is incomplete; the effort has noticeable errors.	complete at DUE DATE ... BUT ... work shown is virtually untouched, has very minimal effort and many errors	no effort or submission
No effort				complete at DUE DATE ... BUT ... work shown is virtually untouched, has very minimal effort and many errors	no effort or submission



PRESENTACION BASICA DE DEBERES

CATEGORIA	PUNTAJE 4: Competente	Score 3: Tutoría	Score 2: Aprendiz	Score 1: Descompilado	Score 0: Desinteresado
A tiempo / COMPLETO	Presentación completa a la FECHA DE VENCIMIENTO. La presentación se ha hecho conscientemente y refleja mucha producción.	Presentación completa a la FECHA DE VENCIMIENTO. El trabajo tiene algunas omisiones, faltas o respuestas copiadas.	Presentación completa a la FECHA DE VENCIMIENTO ... PERO ... el trabajo mostrado es incompleto; El esfuerzo tiene errores visibles	Presentación completa a la FECHA DE VENCIMIENTO ... PERO ... el trabajo mostrado es prácticamente intacto, tiene esfuerzo mínimo y muchos errores	Sin esfuerzo ni acatamiento
A tiempo / PARCIAL		Presentación completa a la FECHA DE VENCIMIENTO. El trabajo tiene algunas omisiones, faltas o respuestas copiadas.	Presentación completa a la FECHA DE VENCIMIENTO... PERO... el trabajo mostrado es incompleto; El esfuerzo tiene errores notables.	Completo en la FECHA DE VENCIMIENTO ... PERO ... el trabajo mostrado es virtualmente no modificado, tiene un esfuerzo mínimo y muchos errores	Sin esfuerzo ni acatamiento
Intentó			Presentación completa a la FECHA DE VENCIMIENTO... PERO... el trabajo mostrado es incompleto; El esfuerzo tiene errores notables.	Completo en la FECHA DE VENCIMIENTO ... PERO ... el trabajo mostrado es virtualmente mínimo, tiene esfuerzo mínimo y muchos errores	Sin esfuerzo ni acatamiento



<p>Intento mínimo</p>			<p>Presentación completa a la FECHA DE VENCIMIENTO... PERO... el trabajo mostrado es incompleto; El esfuerzo tiene errores notables.</p>	<p>Completo en la FECHA DE VENCIMIENTO ... PERO ... el trabajo mostrado es virtualmente intocable, tiene esfuerzo mínimo y muchos errores</p>	<p>Sin esfuerzo ni acatamiento</p>
<p>Ningún esfuerzo</p>				<p>Completo en la FECHA DE VENCIMIENTO ... PERO ... el trabajo mostrado es virtualmente intocable, tiene esfuerzo mínimo y muchos errores</p>	<p>Sin esfuerzo ni acatamiento</p>



8TH GRADE SPEAKING ASSESSMENT

CATEGORY	Excellent (5)	Good (4-3)	Satisfactory (3-2)	Poor (1-0)
Pronunciation	Presentation flows well and logically. Excellent oral communication. Mispronunciation does not interfere with comprehension.	Presentation flows well. Very good oral communication. Occasional mispronunciation does not interfere with comprehension.	Inconsistent flow of presentation. Limited oral communication. Mispronunciation at times interferes with comprehension.	Presentation is unorganized. Often mumbles or cannot be understood. Mispronunciation prohibits comprehension.
Syntax	There are no grammatical errors of agreement. Maintains proper word order.	There are few grammatical errors of agreement. Often maintains proper word order.	There are several grammatical errors of agreement. Occasionally maintains proper word order.	There are excessive grammatical errors of agreement. Little or no word order.
Vocabulary	Correct use of vocabulary and question words. Excellent variety of vocabulary.	Correct use of vocabulary and question words. Very good variety of vocabulary.	Inconsistent accuracy of vocabulary and question words. Good variety of vocabulary.	Inaccurate use of vocabulary and question words. Little or no variety of vocabulary.
Preparedness of Presentation	Student is completely prepared and has obviously rehearsed.	Student is very prepared but not well rehearsed.	Student is somewhat prepared with an obvious lack of rehearsal.	Student does not seem at all prepared to present.
Script	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order.	Content is questionable and lacks logical order.	Content is inaccurate and there is no logical order.

READING ASSESSMENT RUBRIC

Name: _____ Date: _____ Score: _____

CRITERIA	4	3	2	1
Rhythm and intonation	Ability to use correct stress, rhythm and intonation patterns.	Good stress, but the rhythm and intonation patterns are fair.	Fair stress, rhythm and intonation patterns.	Poor stress, rhythm and intonation which makes struggle for understanding
Volume	Student Reading was clear with appropriate volume.	Student needs some improvement in reading with appropriate volume.	Student needs much improvement in Reading with appropriate volume.	Student Reading was unclear without an appropriate volume.
Reading Performance	Student reads in a convincing, consistent manner.	Student needs some improvement in Reading in a convincing, consistent manner	Student needs much improvement in Reading in a convincing, consistent manner.	Student needs a lot of improvement his/her reading in a convincing, consistent manner
Pronunciation errors	Student doesn't make errors in pronunciation.	Student makes a few errors in pronunciation.	Student makes some errors in pronunciation.	Student makes several errors in pronunciation.

TOTAL SCORE:

WRITING ASSESSMENT RUBRIC

Name: _____ Class: _____ Date: _____

Topic: _____ Score: _____

CRITERIA	4	3	2	1
Capitalization and punctuation	No errors in capitalization and punctuation.	1-2 errors in capitalization and punctuation.	3-4 errors in capitalization and punctuation.	More than 4 errors in capitalization and punctuation.
Grammatical errors.	The responses are free of grammatical errors.	The responses have a few grammatical errors.	There are some grammatical errors.	There are many grammatical errors.
Spelling	No spelling errors.	Few spelling errors.	Some spelling errors.	Many spelling errors.
Ideas	The information and ideas provided by the student are clear and legible.	Most of the information and ideas provided by the student are clear and legible.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	The information and ideas provided by the student are not clear or legible.
Handwriting and neatness	Neat, easy to read, well formed. Free of blots and smudges. Done with pride.	Well-formed letters. Free of blots and smudges. Done with care.	Mostly legible. There are a few blots, smudges and not wrinkled.	Hard to read; not well formed. There are many blots, smudges and wrinkles.

ROLE-PLAY ASSESSMENT RUBRIC

MEMBERS: _____ **Class:** _____

Activity: _____ **Date:** _____

CRITERIA					
Speech was clear with appropriate volumen and inflection	5	4	3	2	1
Role was played in a convincing, consistent manner	5	4	3	2	1
Role-play was well prepared and organized.	5	4	3	2	1
Provides a fluent rendition of scenario and the intonation varies	5	4	3	2	1
Role- plays scenario with feeling and expression	5	4	3	2	1
Role-play cptured and maintained audience interest	5	4	3	2	1
TOTAL					

SCORE: _____

COMMENTS: _____

INDIVIDUAL ORAL PRESENTATION RUBRIC

Name: _____ Class: _____ Date: _____

Topic: _____ Score: _____

CRITERIA	POOR (1)	FAIR (2)	GOOD (3)	VERY GOOD (4)	EXCELLENT(5)	TOTAL
EYE CONTACT AND VOICE	Lack of eye contact when speaking and voice is not understandable	Eye contact is limited and voice is not so clear.	Most of time, eye contact and voice were used appropriately.	Keep eye contact and clear voice during all the presentation.	Student has excellent eye contact and clear voice, thus presentation is better than expected.	
RHYTHM AND INTONATION	Poor stress, rhythm and intonation which makes struggle for understanding.	Fair stress, rhythm and intonation patterns.	Good stress, but the rhythm and intonation patterns are fair.	Very good stress, but the rhythm and intonation patterns are fair.	Excellent ability to use correct stress, rhythm and intonation patterns.	
CONTENT OF MATERIAL	Content is poor since it is not relevant.	Content is fair, it does not include a variety of ideas.	Content is interesting but needs to be improved with more ideas.	Content is quite interesting, it includes variety of ideas.	Whole content is really interesting thus it shows good selection of information.	
ORTHOGRAPHY & SPELLING	Orthography and spelling are poor because of the mistakes	Some orthography and spelling mistakes, which are identified easily.	There are not a lot of orthography and spelling mistakes, but it shows students have checked those aspects in some way.	Orthography and spelling mistakes are controlled.	No orthography or spelling mistakes.	
VOCABULARY	Lack of basic vocabulary.	Basic vocabulary is used, but it has to be improved.	Vocabulary is focused on the topic.	Basic and additional vocabulary is used appropriately.	Variety of vocabulary and additional words that enhance the ideas of the presentation.	

CLASSMATES ATTENTION	Audience does not pay attention to the presentation.	Audience doesn't pay attention at all, just for a short period of time.	Audience looks interested and motivated during the presentation.	Audience looks interested and motivated during the presentation.	Audience is engaged during the whole presentation, some students ask questions they are interested.	
GRAMMAR	Students don't show basic grammar knowledge.	Students have basic grammar knowledge, even there are some mistakes.	Students show good use of grammar patterns according to the level.	Grammar patterns are useful for the presentation.	Excellent use of basic and extra grammar patterns.	

ORAL GROUP PRESENTATION RUBRIC

Name: _____ Class: _____ Date: _____

Topic: _____ Score: _____

CRITERIA	POOR (1)	FAIR (2)	GOOD (3)	VERY GOOD (4)	EXCELLENT(5)	TOTAL
EYE CONTACT AND VOICE	Lack of eye contact when speaking and audience does not pay attention.	Eye contact is limited and audience just for a short period of time..	Most of time, eye contact was appropriate. Audience looks interested for the presentation.	All students keep eye contact. Audience looks interested in the presentation.	Students have excellent eye contact. Audience is engaged during the presentation.	
RHYTHM AND INTONATION	Poor rhythm and intonation. Several pronunciation errors	Fair rhythm and intonation. Many pronunciation errors	Good rhythm and intonation. Some pronunciation errors.	Very good rhythm and intonation. Just a few pronunciation errors.	Excellent rhythm and intonation. No pronunciation errors.	
MATERIAL PRESENTATION	It is not neat and visual.	Material is visual, but it lacks of originality.	Material is neat and shows some originality.	Material has good presentation, but it can be improved and more original.	Material is very neat and visual, as well as very original.	
CONTENT OF MATERIAL	Content is poor since it is not relevant.	Content is fair, it does not include a variety of ideas.	Content is interesting but needs to be improved with more ideas.	Content is quite interesting, it includes variety of ideas.	Whole content is really interesting thus it shows good selection of information.	
ORTHOGRAPHY & SPELLING	Orthography and spelling are poor because of the mistakes	Some orthography and spelling mistakes, which are identified easily.	There are not a lot of orthography and spelling mistakes, but it shows students have checked those aspects in some way.	Orthography and spelling mistakes are controlled.	No orthography or spelling mistakes.	
VOCABULARY	Lack of basic	Basic vocabulary is	Vocabulary is focused on	Basic and additional	Variety of vocabulary	

	vocabulary.	used, but it has to be improved.	the topic.	vocabulary is used appropriately.	and additional words that enhance the ideas of the presentation.	
GRAMMAR	Students don't show basic grammar knowledge.	Students have basic grammar knowledge, even there are some mistakes.	Students show good use of grammar patterns according to the level.	Grammar patterns are useful for the presentation.	Excellent use of basic and extra grammar patterns.	

ASSESSMENT RUBRIC FOR INTERVIEWS

Name: _____ Date: _____ Score: _____

CRITERIA	EXCELLENT (5)	VERY GOOD (4)	GOOD (3)	FAIR (2)	POOR (1)	VERY POOR (0)
Communication	Able to understand all the questions without asking for repetition. Willing to interact and develop conversation	Able to understand all questions, rarely asks for repetition. Willing to interact and develop conversation.	Able to understand all questions, though frequently asks for repetition. Willing to interact.	Unable to understand some questions and not willing to interact.	Unable to understand most questions and very slow to interact.	Unable to understand and to interact at all.
Pronunciation	Correct volume. No pronunciation errors.	Correct volume. Less than 5 pronunciation errors.	Correct volume. Between 5-7 pronunciation errors	Correct volume but a lot of pronunciation errors.	Extremely low volume and a lot of pronunciation errors.	Unintelligible speech due to volume and pronunciation.
Structure	Able to use all grammar structures. Excellent accuracy, no errors.	Able to use all grammar structures. Good accuracy (2- 3 errors)	Able to use basic grammar structures. Average accuracy (4-5 errors)	Able to use grammar structures but not accurately (6-7 errors)	Unable to use some basic grammar structures (8-10 errors)	Unable to use basic grammar structures.
Vocabulary	Outstanding vocabulary and recycles a lot of phrases from the level.	Outstanding vocabulary and recycles some phrases from the level.	Good vocabulary and recycles some phrases from the level.	Acceptable vocabulary but does not recycle any phrases from the level.	Incorrect and ineffective use of vocabulary.	Total lack of vocabulary.
Conversation strategy and fluency	Uses conversation strategies. No influence of Spanish in the speech. Very fluent.	Uses conversation strategies. No influence of Spanish in the speech. fluent	Uses conversation strategies but there is a slight influence of Spanish in the speech. Quiet fluent.	Uses conversation strategies but there is a strong influence of Spanish in the speech. Not fluent.	Does not use conversation strategies nor feels comfortable with words. Not fluent	Inarticulate speech.