

Discussion Evaluation

Criteria	1	2	3	4	5
Student can respond to questions	In a very limited way	In a limited way	Yes, with minimal difficulty	Yes, with ease and minimal hesitation	Yes, with ease and spontaneity
Student can ask questions	In a very limited way	In a limited way	Yes, with minimal difficulty	Yes, with ease and in the proper context	Yes, with ease and spontaneity
Student uses appropriate vocabulary and idiomatic expressions learned in course	Very few	Few	A satisfactory amount	A good amount Takes risks with varied vocabulary and does not use English	Exceeds expectations
Student shows solid grasp of grammar learned to date	Very limited	Limited Errors detract from message	Satisfactory Errors can detract from message	Good Takes risks with language structures and errors do not detract from the message	Exceeds expectations
Student is at ease with the language and is spontaneous in his/her interactions Student facilitates discussion with others	Not really Unable to actively contribute to the conversation	Somewhat Very limited contributions	Beginning to demonstrate some comfort in his/her interactions Attempts to facilitate conversation	Yes – at ease & some spontaneity evident Facilitates conversation with others	Exceeds expectations Easily and often facilitates conversation with others

Rubric – Written Work

Criteria	1	2	3	4	5
1. The student respects the instructions	No. the student did not follow instructions	Yes, but in a very minimal way.	Yes, the student generally followed the directions.	Yes. The student completely followed directions.	Yes, the student went above and beyond the instructions asked for.
2. The student uses vocabulary appropriate to the situation and level.	Not really.	Basic vocabulary only.	Satisfactory vocabulary.	Good vocabulary.	Excellent vocabulary.
3. The student demonstrates knowledge of the grammar concepts learned	Very limited knowledge.	Limited knowledge.	Satisfactory knowledge.	Good knowledge. Student takes risks with the language.	Excellent knowledge Minor errors do not impede meaning
4. The student can spell words correctly	Not really. Errors impede meaning.	Yes, with basic words/spelling is inconsistent	Generally, with basic vocabulary.	Yes, with minimal errors for more infrequent words.	The occasional error may occur with infrequent words
5. The student can produce a logical and coherent text appropriate for the level	Not really.	The student produces a text with very simple sentences and minimal organization.	Yes, the text is logical and the ideas flow. Some variety in sentence structures.	Yes, the text is logical and the reader can follow the ideas. There's a variety of simple and complex sentences.	Yes, the reader can easily follow the ideas. The student uses a variety of sentence structures.

Rubric - Presentation

Criteria	1	2	3	4	5
The student uses the appropriate vocabulary for the situation and level.	Not really	Basic vocabulary only	Satisfactory vocabulary	Good vocabulary	Excellent. Exceeds expectations
The student demonstrates knowledge of the grammar taught	Very limited	Limited	Satisfactory	Good. Student takes risks with the language.	Excellent
The student is comfortable using the language. Spontaneity is developing.	Not really. Student is incapable of active contribution	Some. Student has a lot of difficulty in presenting	Student is beginning to be comfortable and is able to present	Yes. The student is at ease and able to make a good presentation	Yes. The student is completely comfortable and can easily present.
The student can pronounce words in the target language.	Not really.	He/She tries but has a lot of difficulty	Student can pronounce some words correctly.	Student can pronounce most words	Student pronounces most words very well.