

Millbrook High School Language B: Proficiency Assessment for Speaking & Writing

Name: _____ Date: _____ Task: _____



MESSAGE	vocabulary <i>What language do I use?</i>	I can use a small number of repetitive words and phrases for common objects and actions.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
	function & structure <i>How do I use language?</i>	I can use some simple words to provide basic information.	I can use words, phrases, and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe, or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraphs.
	comprehensibility <i>How well am I understood doing the task?</i>	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.			I can generally be understood by someone accustomed and those unaccustomed to a language learner.	I can be understood by native speakers, even those unaccustomed to a language learner.

FORM	Language Control <i>How well do I use the language?</i>	My errors in grammar, word order, and word choice prevent communication. -2	My errors in grammar, word order, and word choice <u>often</u> prevent communication. -1	My errors in grammar, word order, and word choice <u>sometimes</u> prevent communication. +0	My errors in grammar, word order, and word choice <u>do not</u> prevent communication. +1	I don't make any errors in grammar, word order, or word choice that prevent communication. +2
	Task Completion <i>How much language did I deliver?</i>	I completed little of what I was asked to do. -3	I completed some of what I was asked to do. -2	I completed most everything that I was asked to do. -1	I completed everything I was asked to do. +0	I completed more than I was asked to do. +1



Additional feedback:

Numeric Score:

Adapted from Jefferson County Public Schools (KY) and the ACTFL Proficiency Guidelines-Speaking/Writing (2012).

Assessing Learning With the Proficiency Based Rubric

Key points to consider:

- the rubric is designed to be used for all writing and speaking assessments (with the possible exception of early level 1)
- targets for assignments are based on the exit standards set by our department and the state
 - targets for SPEAKING are one level below those for writing
- Converting the rubric scoring to a numeric grade:
 - Meeting the target = a strong B
 - Add 3 points for each box in the message section that **exceeds** the target
 - Subtract 3 points for each box in the message section that **falls below** the target
 - Add or subtract points for the form section as indicated

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Sample scoring:

Babette is a level 2 student. The target for this writing assignment is Novice High.

Her scores are indicated by the check marks on the grid.

What would her % score be?

		Novice	Novice	Novice	Intermediate	Intermediate	Intermediate	Advanced
MESSAGE	vocabulary <i>What language do I use?</i>	I can use a small number of repetitive words and phrases for common	I can use a limited number of words and phrases for common objects and actions, but	I can use familiar words and phrases on familiar tasks, topics, and activities. I can	I can use a variety of words and phrases on a range of familiar topics. I can begin to give	I can use words & expressions from a wide range of topics and begin to use expanded	I can consistently use words and expressions to communicate ideas on a wide range of topics	I can use extensive vocabulary to communicate ideas on a wide range of topics
	function & structure <i>How do I use language?</i>	I can use some simple words to provide basic information.	I can use words, phrases, and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to	I can use strings of simple sentences to express my thoughts. I can combine words	I can use strings of sentences to describe or explain. I can combine simple sentences using	I can use connected sentences to narrate, describe, or explain. I can	I can communicate in clear and organized paragraphs.
	comprehensibility <i>How well am I understood doing the task?</i>	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.			I can generally be understood by someone accustomed and those unaccustomed to	I can be understood by native speakers, even those unaccustomed to a language
FORM	Language Control	My errors in grammar, word order, and word choice prevent	My errors in grammar, word order, and word choice often	My errors in grammar, word order, and word choice	My errors in grammar, word order, and word choice	I don't make any errors in grammar, word order, or word		
	Task Completion <i>How much</i>	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything that I was asked	I completed everything I was asked to do.	I completed more than I was asked to do.		



The feedback section is perhaps the most important part of all for affecting improvement. What did the student do well? What specific areas does s/he need to address?



Additional feedback:

Numeric