Name: ______________________

Criteria for Class Participation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

**Superior**

I greeted people and took leave using ___________.
I used English only after asking for permission and after ___________.
I attempted to express myself in ___________.
I listened attentively when others spoke and showed respect for my peers.
I actively participated in all activities and discussions and had a positive attitude.
I came prepared to class everyday.
My presence made a positive impact on getting tasks done.

**Average**

I greeted people and took leave using ___________.
I sometimes got distracted, did not pay attention when others spoke, ___________.
I occasionally used English, especially in pair and group work or without attempting to express myself in ___________.
I showed interest in activities and participated, though sometimes passively rather than actively.
I generally came prepared to class.

**Unsatisfactory**

I used more English than ___________.
I did not pay active attention during activities.
I sometimes slept, read the newspaper, did homework, etc. during activities.
I was often distracting and disrespectful of my peers.
I was frequently unprepared for class.
My presence in group work had little impact on accomplishing the task.
NOMBRE: ____________

ORAL PRESENTATION EVALUATION

Content

1. Ideas completely undeveloped.
2. Some ideas developed, most thoughts not well developed.
3. Ideas mostly well developed, fairly clear and relevant.
4. Well developed ideas; clear, to the point.

Fluency

1. Speech halting and fragmentary; long, unnatural pauses or utterances.
   Speech frequently hesitant and jerky; sentences may be left uncompleted.
2. Some definite stumbling; but manages to rephrase or continue.
3. Speech generally natural and continuous, only slightly stumbling, or unnatural pauses.
4. Speech natural and continuous; no unnatural pauses.

Vocabulary (breadth and precision of usage)

1. Lacks basic words; inadequate, inaccurate usage.
2. Often lacks needed words; somewhat inaccurate usage.
3. Occasionally lacks basic words; generally accurate usage.
4. Extensive vocabulary; accurate usage.

Structure

1. Few / no utterances structurally correct.
2. Some utterances correct, but major structural problems remain.
3. Many correct utterances, but definite structural problems remain.
4. Utterances almost always correct.

Comprehensibility

1. Incomprehensible / almost incomprehensible to a native speaker of Spanish.
2. Many errors that impede comprehensibility, less than half understandable.
3. Some / few errors, but still mostly comprehensible.
4. Almost or totally comprehensible to a native speaker of Spanish.

TOTAL: _____/20
# Scoring Rubric for Essay Question

**October 16, 2006**

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
</table>
| 1. Exemplary         | • Demonstrates a clear and complete understanding of the question.  
                        | • States a relevant and complete answer.  
                        | • Presents convincing arguments and evidence in a logical order.  
                        | • Incorporates several examples that support the answer.  |
| 2. Adequate          | • Demonstrates a sufficient understanding of the question  
                        | • States a relevant and sufficient answer.  
                        | • Presents arguments and evidence in a less consistent order.  
                        | • Uses one example that supports answer.  |
| 3. Needs Improvement | • Demonstrates minimal understanding of the question; does not address the question explicitly, though does so tangentially  
                        | • States a somewhat relevant answer.  
                        | • Presents some arguments and evidence in a logical order.  
                        | • Uses small subset of possible ideas to support the answer.  |
| 4. Insufficient      | • Does not demonstrate understanding of the question  
                        | • States no relevant answer(s).  
                        | • Is not clearly or logically organized.  
<pre><code>                    | • Does not provide evidence to support the answer to the question.  |
</code></pre>
<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
</table>
| **1. Exemplary**     | • Communicates effectively and cogently throughout the entire paper.  
                      • Effective and excellent organization with appropriate scholarly apparatus.  
                      • Demonstrates excellent research resources.  
                      • Responds with initiative to the assignment.  
                      • Employs unusual depth of creative imagination and originality where relevant.  
                      • Demonstrates excellent mastery of acceptable style and grammar (few errors).  |
| **2. Adequate**      | • Communicates effectively throughout most of the paper.  
                      • Sufficient organization with some scholarly apparatus.  
                      • Demonstrates sufficient research resources.  
                      • Responds to the parameters of the assignment.  
                      • Employs some creative imagination and originality where relevant.  
                      • Demonstrates sufficient use of acceptable style and grammar (minor errors).  |
| **3. Needs Improvement** | • Communicates with difficulty throughout the paper.  
                      • Poor organization with minimal scholarly apparatus.  
                      • Minimal research resources.  
                      • Responds minimally to the parameters of the assignment.  
                      • Employs minimal creative imagination and originality where relevant.  
                      • Uses limited acceptable style and grammar (many errors).  |
| **4. Insufficient**  | • Does not communicate throughout the paper.  
                      • Lacks organization with no scholarly apparatus.  
                      • Lacks research resources.  
                      • Does not respond to the assignment.  
                      • Employs no creative imagination and originality.  
                      • Fails to use acceptable style and grammar (major errors).  |
TERM PAPER ASSESSMENT FORM

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF AUTHOR</td>
<td></td>
</tr>
<tr>
<td>TITLE OF PAPER</td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL DIMENSIONS OF ASSESSMENT**

<table>
<thead>
<tr>
<th>Presentation &amp; Literacy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure &amp; Organisation</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td></td>
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<tr>
<td>Understanding</td>
<td></td>
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<tr>
<td>Quality of Argument</td>
<td></td>
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<tr>
<td>Knowledge/Use of Sources</td>
<td></td>
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<tr>
<td>Independence &amp; Critical Stance</td>
<td></td>
</tr>
</tbody>
</table>

**GRADE:**

**FURTHER COMMENTS:**
**Evaluation Criteria for Compositions**

<table>
<thead>
<tr>
<th>Content (Information conveyed)</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate</td>
<td>18</td>
</tr>
<tr>
<td>Limited information; ideas present but not developed; lack of supporting detail or evidence</td>
<td>22</td>
</tr>
<tr>
<td>Adequate information; some development of ideas; some ideas lack supporting detail or evidence</td>
<td>25</td>
</tr>
<tr>
<td>Very complete information; no more can be said; thorough, relevant on target</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content, or not enough to evaluate</td>
<td>15</td>
</tr>
<tr>
<td>Limited order; lacks logical sequencing of ideas; ineffective ordering, disjointed thoughts</td>
<td>19</td>
</tr>
<tr>
<td>An apparent order to the content is intended; somewhat choppy; loosely organized but main points stand out although ideas incomplete</td>
<td>22</td>
</tr>
<tr>
<td>Logically and effectively ordered from introduction to conclusion; main points and details are connected, fluent</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words or words in English; or not enough to evaluate</td>
<td>15</td>
</tr>
<tr>
<td>Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied</td>
<td>19</td>
</tr>
<tr>
<td>Adequate usage but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied</td>
<td>22</td>
</tr>
<tr>
<td>Broad, impressive, precise and effective word use/choice; extensive use of words studied</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abundance of errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited work for language; or not enough to evaluate</td>
<td>12</td>
</tr>
<tr>
<td>Frequent errors in use and form of the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility</td>
<td>15</td>
</tr>
<tr>
<td>Occasional errors in use and form of the grammar presented in lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility</td>
<td>17</td>
</tr>
<tr>
<td>No errors in the grammar presented in lesson; very few errors in subject/verb or noun/adjective agreement; work was well edited for language</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL** 100
GRADING RUBRICS AND ONLINE RESOURCES FOR ASSESSMENT

Many sample rubrics can be found online. The following list of links is a starting point only but may lead in promising directions for those developing and refining grading rubrics for their own assignments.

The Effects of Instructional Rubrics on Learning to Write
Heidi Goodrich Andrade, Ohio University
http://cie.asu.edu/volume4/number4/

Scoring Rubrics
http://PAREonline.net/getvn.asp?v=7&n=3

Aunt Olive’s “Show-Me” Mother of All Rubric on Rubrics (A rubric for rubrics)
Ned Miller
http://arc.missouri.edu/pa/olive.html

General Rubric Template
http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

Sample rubrics for cooperative learning, writing research reports, presentations, multimedia, video, web projects, and lesson plans, created by classroom teachers.
http://www.uwstout.edu/soe/profdev/rubrics.shtml

Sample Grading Writing Rubric
Nora Bellows, Center for Teaching Excellence
University of Maryland
http://cte.umd.edu/teaching/resources/StandardTraitWritingRubric.pdf

Rubric for Assessing Lab Reports
Winona State University

Six Traits for Analyzing Historical Writing
The Montana Heritage Project
http://www.agnr.umd.edu/es/Academics/6Trait-MontHeritageProject.pdf

Engineering Rubrics
University of Michigan
http://www.engin.umich.edu/teaching/assess_and_improve/handbook/direct/rubric.html

Rubric for Analysis of a Work of Art
Caroline Hambley, High Plains Regional Technology in Education Consortium
http://student.plattsburgh.edu/hamb2968/rubric.html