Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| beginning | early intermediate | intermediate | early advanced | advanced |
| **1**.....2…..4.....6.....8 | **2**…..2…..4.....6.....8 | **3**…..2…..4.....6.....8 | **4**.....2…..4.....6.....8 | **5**…..2…..4…..6.....8 |

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| **Language Production Task Scoring Rubric** | | | | | |  |
|  | | | 1…………………2 | 3………….….…4 | 5………….……6 | 7………….……8 |  |
| **USE**  Appropriate  and Relevant  Pragmatic  choices | | *How effectively does the production fulfill its purpose?* | **Does not** communicate intended purpose  Response does not match assignment or prompt | **Partly** communicates intended purpose  Addresses a portion of the assignment or prompt | **Clearly** communicates intended purpose  Addresses all of the assignment or prompt | **Fulfills and exceeds** the intended purpose  Successfully extends the discourse beyond the requirements | **s**  **c**  **o**  **r**  **e**  **\_\_\_\_** | |
| **FORM**  Accuracy of  Syntax and  Morphology  (grammar) | | *How accurate are the language forms for the task at hand?* | Grammatical forms are **consistently** inaccurate and/or below grade level or proficiency norms | Grammatical forms are **frequently** inaccurate and/or below grade level or proficiency norms | Grammatical forms are **nearly always** accurate at grade level of proficiency norms | Grammatical forms are accurate and include forms typical of higher grades or proficiency norms | \_\_\_\_ | |
| **MEANING**  Accuracy and Degree of complexity of Semantics | | *How accurate and specific are the words and sentence meanings?* | Does not use topic-related vocabulary  **Most** sentences lack clear meaning | Relies too often on general vocabulary  **Occasional** sentences are ambiguous or lack clear meaning | Uses specific vocabulary for the topic  **All** sentences contribute to the meaning of the discourse | Vocabulary is sophisticated for the grade or proficiency norms  Meaning extends beyond what is required and expected | \_\_\_\_ | |
| **FLUENCY**  Ease of production, variety of forms, use of compensation strategies | | *To what degree does production demonstrate ease and variability of production?* | Articulation is slow and faltering  Writing features **frequent** repetition of phrase and sentence structures | Inconsistent ease of production  Relies **too often** on repeated phrase and sentence structures | Consistently fluent production  Demonstrates variety of phrase and sentence patterns **throughout** | Fluency that exceeds expectations for the grade or proficiency level  Demonstrates phrase and sentence patterns beyond grade and proficiency | \_\_\_\_ | |

Average\_\_\_\_\_

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level.Task Score

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level.Task Score

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level.Task Score

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level.Task Score

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level.Task Score

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level.Task Score

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

Target Functions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target Form(s)

Student Proficiency Level.Task Score

Teacher Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

Mode (circle one): speaking writing Assignment

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| --- | --- | --- | --- | --- |
|  | Student Names | Target Functions | Target Forms | Proficiency Level.  Task Score |
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