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 |

|  |  |
| --- | --- |
| **Language Production Task Scoring Rubric** |  |
|  | 1…………………2 | 3………….….…4 | 5………….……6 | 7………….……8 |  |
| **USE**Appropriateand RelevantPragmaticchoices | *How effectively does the production fulfill its purpose?* | **Does not** communicate intended purposeResponse does not match assignment or prompt | **Partly** communicates intended purposeAddresses a portion of the assignment or prompt | **Clearly** communicates intended purposeAddresses all of the assignment or prompt | **Fulfills and exceeds** the intended purposeSuccessfully extends the discourse beyond the requirements |  **s** **c** **o** **r** **e****\_\_\_\_** |
| **FORM**Accuracy of Syntax andMorphology(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 normsMeaning 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 falteringWriting features **frequent** repetition of phrase and sentence structures | Inconsistent ease of productionRelies **too often** on repeated phrase and sentence structures | Consistently fluent productionDemonstrates variety of phrase and sentence patterns **throughout**  | Fluency that exceeds expectations for the grade or proficiency levelDemonstrates 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

==================================================================================================

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

Mode (circle one): speaking writing Assignment

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

Student Proficiency Level.Task Score

==================================================================================================

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

Mode (circle one): speaking writing Assignment

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

Student Proficiency Level.Task Score

==================================================================================================

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

Mode (circle one): speaking writing Assignment

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

Student Proficiency Level.Task Score

==================================================================================================

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

Mode (circle one): speaking writing Assignment

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

Student Proficiency Level.Task Score

==================================================================================================

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

Mode (circle one): speaking writing Assignment

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

Student Proficiency Level.Task Score

==================================================================================================

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student Names | Target Functions | Target Forms | Proficiency Level.Task Score |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |
| 21 |  |  |  |  |
| 22 |  |  |  |  |
| 23 |  |  |  |  |
| 24 |  |  |  |  |
| 25 |  |  |  |  |
| 26 |  |  |  |  |
| 27 |  |  |  |  |
| 28 |  |  |  |  |
| 29 |  |  |  |  |
| 30 |  |  |  |  |
| 31 |  |  |  |  |
| 32 |  |  |  |  |