

Rubric for Reading/Oral Communication

Categories	Criteria (expectation links)	Level 1	Level 2	Level 3	Level 4
<p>Knowledge/Understanding</p> <ul style="list-style-type: none"> • knowledge of language forms and conventions 	<p>The student...</p> <ul style="list-style-type: none"> • demonstrates understanding of specified language structures and vocabulary in recorded dialogue. (OC 10) <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The student...</p> <ul style="list-style-type: none"> • demonstrates limited knowledge of specified language structures and vocabulary in recorded dialogue. 	<p>The student...</p> <ul style="list-style-type: none"> • demonstrates some knowledge of specified language structures and vocabulary in recorded dialogue. 	<p>The student...</p> <ul style="list-style-type: none"> • demonstrates considerable knowledge of specified language structures and vocabulary in recorded dialogue. 	<p>The student...</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge of new language structures and vocabulary in recorded dialogue.
<ul style="list-style-type: none"> • understanding of content 	<ul style="list-style-type: none"> • demonstrates understanding of content of recorded dialogue. (OEOC1) • reads and demonstrates an understanding of a variety of texts and simple authentic materials. (OER1) 	<ul style="list-style-type: none"> • demonstrates limited understanding of content of recorded dialogue. 	<ul style="list-style-type: none"> • demonstrates some understanding of content of recorded dialogue. 	<ul style="list-style-type: none"> • demonstrates considerable understanding of content of recorded dialogue. 	<ul style="list-style-type: none"> • demonstrates thorough understanding of content of recorded dialogue.
<p>Thinking/Inquiry</p> <ul style="list-style-type: none"> • critical and creative thinking skills 	<p>The student...</p> <ul style="list-style-type: none"> • expands on information or ideas they get from their reading (e.g., by predicting outcomes, applying content in new contexts). (R4) 	<p>The student...</p> <ul style="list-style-type: none"> • uses critical and creative thinking skills with limited use and effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses critical and creative thinking skills with moderate effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses critical and creative thinking skills with considerable effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses critical and creative thinking skills with a high degree of effectiveness.

Rubric for Reading/Oral Communication (continued)

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<ul style="list-style-type: none"> inquiry skills (e.g., formulating questions, planning, selecting strategies and resources, analyzing, interpreting and assessing information; forming conclusions) 	<p>The student...</p> <ul style="list-style-type: none"> responds to spoken texts by interpreting meaning, summarizing content, adding information to create and present his/her own dramatization. (OC1) 	<p>The student...</p> <ul style="list-style-type: none"> applies few of the skills involved in an inquiry process. 	<p>The student...</p> <ul style="list-style-type: none"> applies some of the skills involved in an inquiry process. 	<p>The student...</p> <ul style="list-style-type: none"> applies most of the skills involved in an inquiry process. 	<p>The student...</p> <ul style="list-style-type: none"> applies all or almost all of the skills involved in an inquiry process.
<p>Communication</p> <ul style="list-style-type: none"> communication of information and ideas use of language communication for different audiences, using various forms 	<p>The student...</p> <ul style="list-style-type: none"> presents new dialogue clearly and effectively using correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message. (OC12) uses language effectively to convey meaning. (OC10) uses newly acquired vocabulary in conversation. (OC11) uses form of dialogue to convey message. 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with limited clarity. uses language with limited accuracy and effectiveness. communicates with a limited sense of audience and purpose. 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with some clarity. uses language with some accuracy and effectiveness. communicates with some sense of audience and purpose. 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with considerable clarity. uses language with considerable accuracy and effectiveness. communicates with a clear sense of audience and purpose. 	<p>The student...</p> <ul style="list-style-type: none"> communicates information and ideas with a high degree of clarity. uses language with a high degree of accuracy and effectiveness. communicates with a strong sense of audience and purpose.

Rubric for Reading/Oral Communication (continued)

Categories	Criteria (expectation links)	Level 1	Level 2	Level 3	Level 4
<p>Application</p> <ul style="list-style-type: none"> • application of knowledge and skills in familiar contexts • use of the language in new contexts • making connections (e.g., between personal experiences and the subject, between FSL and other subjects, and between FSL and the world outside the school) 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary in familiar contexts correctly. (OC 10) • recognizes and uses appropriate language structures and vocabulary in new dialogue with accuracy. (R7) • determines the meaning of unfamiliar words and idiomatic expressions from context. (R 9) • makes connections throughout dialogue presentation that go beyond scope of required material. 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary in familiar contexts with numerous errors. • recognizes and uses the language in new dialogue with limited accuracy. • makes connections with limited effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary in familiar contexts with some errors. • recognizes and uses the language in new dialogue with some accuracy. • makes connections with moderate effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary in familiar contexts with occasional errors. • recognizes and uses the language in new dialogue with considerable accuracy. • makes connections with considerable effectiveness. 	<p>The student...</p> <ul style="list-style-type: none"> • uses specified language structures and vocabulary in familiar contexts with few or no errors. • recognizes and uses the language in new dialogue with a high degree of accuracy. • makes connections with a high degree of effectiveness.

Note:

This rubric is recommended for the evaluation of tasks which involve both the Reading and the Oral Communication strands, where students are required to respond orally to a written and spoken text, e.g., *Mini-dialogues, Partie B*.

Comments/Next Steps:

Custom this rubric on our Web site at www.pearsoned.ca/school/fsl