

Summative assessment- SCORING GUIDES & Rubrics

NOTE: The rubrics and scoring guides below reflect samples shared and modified for the QFI Workshop on Assessment at Concordia Language Villages by workshop leaders during the 2015-2016 program.

Student Name:

INTERPRETIVE SCORING GUIDE & Rubric-Viewing

Watch the following movie: <https://www.youtube.com/watch?v=vbVDURIOTxc>

CRITERIA	1-10 points	Exceeds Expectations 10 points Accomplished Comprehension	Meets Expectations 8 points Strong Comprehension	Meets Expectations 6 points Minimal Comprehension	Does Not Meet Expectations 3 points Limited Comprehension
Word Recognition 1-Recognize the family members identified in the movie. 2- List kinds of vegetables they mentioned. 3- List kinds of food they cooked.		Identifies all key words appropriately.	Identifies majority of key words appropriately.	Identifies half of key words appropriately.	Identifies a few key words appropriately within the context.
Main Idea Detection What is the movie about?		Identifies the complete main ideas(s)	Identifies the key parts of the main ideas but misses some elements.	Identifies some part of the main idea.	May identify some ideas but they do not represent the main idea(s).
Supporting Detail Detection List daily activities the family practiced.		Identifies all supporting details and accurately provides information to explain these details.	Identifies the majority of supporting details and provides information to explain some of these details.	Identifies some supporting details and may provide limited information to explain these details. Or identifies the majority of supporting details but is unable to provide information to explain these details.	Identifies a few supporting details but may be unable to provide information to explain these details.
Organizational Features What the speaker (Grandfather) had to do after school when he was a child?		Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.

Guessing Meaning from Context What he means by (يتبع)		Infers meaning of unfamiliar words and phrases. Inferences are accurate.	Infers meaning of unfamiliar words and phrase. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences(Reading/Listening/Viewing Between the Lines) Did the Grandfather enjoy his childhood?		Infers and interprets meaning in a highly plausible manner.	Infers and interprets the meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the meaning.	Inferences of meaning are largely incomplete and/or not plausible.
Author's Perspective Why the grandfather wants his grandchildren to stay connected.		Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives 1-Write 2 culture practices they do as a family. 2-Why they used to exchange dishes with friends? 3-Children played with the drum at night. Why?		Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

INTERPRETIVE SCORING GUIDE & RUBRIC-Listening

1. Listen to the Arabic song.

<https://www.youtube.com/watch?v=SgcplEMbyG0>

	1-10 points	Exceeds Expectations 10 points Accomplished Comprehension	Meets Expectations 8 points Strong Comprehension	Meets Expectations 6 points Minimal Comprehension	Does Not Meet Expectations 3 points Limited Comprehension
Say the meaning of the following Arabic words in English: List of 10 words from song		Identifies all key words appropriately.	Identifies majority of key words appropriately.	Identifies half of key words appropriately.	Identifies a few key words appropriately within the context.
Say the meaning of the following phrases: List of 9 phrases.		Identifies all the phrases appropriately.	Identifies majority of the phrases appropriately.	Identifies half of the phrases appropriately.	May identify some ideas but they do not represent the main idea(s).
What is this song about?		Identifies the complete main ideas(s)	Identifies the key parts of the main ideas but misses some elements.	Identifies some part of the main idea.	Cannot identify the main idea.

Total		
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INTERPRETIVE SCORING GUIDE & Rubric-reading

Read the following Story and answer the questions:

جلست الأم ذات مساء تساعد أبنائها في مراجعة دروسهم... وأعطت طفلها الصغير البالغ الرابعة من عمره كراسة للرسم حتى لا يشغلها عن ما وتذكرت فجأة أنها لم تحضر طعام العشاء لوالد زوجها الشيخ المسن الذي يعيش معهم في حجرة خارج تقوم به من شرح ومذاكرة لأخوته المبني في حوش البيت.. وكانت تقوم بخدمته ما أمكنها ذلك والزوج راضي بما تؤديه من خدمه لوالده والذي كان لا يترك غرفته لضعف صحته أسرعت بالطعام إليه.. وسألته إن كان بحاجة لأي خدمات أخرى ثم أنصرفت عنه عندما عادت إلى ما كانت عليه مع أبنائها.. لاحظت أن الطفل يقوم برسم دوائر ومربعات. ويضع فيها رموز.. فسألته: مالذي ترسمه يا حبيب؟ أجابها بكل براءة: إني أرسم بيتي الذي سأعيش فيه عندما أكبر وأنزوج أسعدها رده.. ووقالت وأين ستنام؟؟ فأخذ الطفل يريها كل مربع ويقول هذه غرفة النوم.. وهذا المطبخ. وهذه غرفة لإستقبال الضيوف.. وأخذ... يعدد كل ما يعرفه من غرف وترك مربعاً منعزلاً خارج الإطار الذي رسمه ويضم جميع الغرف فعجبت.. ووقالت له: ولماذا هذه الغرفة خارج البيت؟ منعزله عن باقي الغرف..؟ أجاب: إنها لك سأضعك فيها تعيشين كما يعيش جدي الكبير صعقت الأم لما قاله وليدها هل سأكون وحيدة خارج البيت في الحوش دون أن أتمتع بالحديث مع إبنني وأطفاله. وأنس بكلامهم ومرحهم ولعبهم عندما أعجز عن الحركة؟؟ ومن سأأكل حينها؟؟ وهل سأقضي ما بقي من عمري وحيدة بين أربع جدران دون أن أسمع لباقي أفراد أسرتي صوتاً؟؟ أسرعت بمناداة الخدم... ونقلت وبسرعة أثاث الغرفة المخصصة لإستقبال الضيوف والتي عادة ما تكون أجمل الغرف وأكثرها صدارة في الموقع... وأحضرت سرير عمها. (والد زوجها).. ونقلت الأثاث المخصص للضيوف إلى غرفته خارجاً في الحوش وما أن عاد الزوج من الخارج تفاجئ بما رأى.. وعجب له. فسألها ما الداعي لهذا التغيير؟؟ أجابته والدموع تترقرق في عينيها... إني أختار أجمل الغرف التي سنعيش بها أنا وأنت إذا أعطانا الله عمراً وعجزنا عن الحركة و ليبق الضيوف في غرفة الحوش

فهم الزوج ما قصده وأثنى عليها لما فعلته لوالده الذي كان ينظر إليهم ويبتسم بعين راضية
فما كان من الطفل إلا .. أن مسح رسمه.... وابتسم ..

Student Name:

Grade:...../10

- 1 point اين كان يسكن الجد مع العائلة ؟
 1 point الحوش هو : المطبخ , الصالة , الحديقة
 3points ماذا رسم الطفل؟
 2points أين اراد الولد ان تسكن امه عندما تكون كبيرة ؟
 2points ماذا فعلت الام مع الجد؟
 1 points من اصبح سعيدا في نهاية القصة؟

INTERPRETIVE Rubric-reading (ACTFL Integrated Performance Assessment 2013)

CRITERIA	Exceeds Expectations Accomplished Comprehension	Meets Expectations Strong Comprehension	Meets Expectations Minimal Comprehension	Does Not Meet Expectations Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main Idea Detection	Identifies the complete main ideas(s) of the text.	Identifies the key parts of the main ideas(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides	Identifies the majority of supporting details in the text and provides	Identifies some supporting details in the text and may provide limited information	Identifies a few supporting details in the text but may

	information from the text to explain these details.	information from the text to explain some of these details.	from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/Listening/Viewing Between the Lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

PRESENTATIONAL SCORING GUIDE & Rubric: SPEAKING

Talk about your family's daily routine in USA.

	APPROACHING STANDARD 6,7 points	MEETS STANDARD 8 points	ABOVE STANDARD 9,10 points
Choice of content		Selects information and ideas that are appropriate for the purpose of the presentation. Information is accurate. Anticipates vocabulary that audience may not know, and provides explanation.	
Cultural Understanding		Includes logical explanation of cultural elements and/or comparisons.	
Explanation of Ideas and Information		Presents information and supporting details clearly, concisely, and logically; audience can easily follow the sequence of ideas.	
Organization		Meets all requirements for what should be included in the presentation. Has an interesting beginning to the presentation. Has a conclusion that leaves a lasting impression. Time is used appropriately.	
Stage presence		Keeps eye contact with the audience; glances at notes as a reminder. Looks poised and confident. Wears appropriate clothing for the presentation.	
Fluency		Speaks clearly: not too quickly or slowly or too loudly or softly. Pronunciation and intonation make presentation easy to understand.	
Visual support		Uses audio and visual aids to help audience understand the presentation. Integrates audio and visual aids smoothly.	
Response to audience questions		Answers questions clearly and completely. Admits "I don't know" if need arises, and suggests possible places to find the answer.	
Total			

PRESENTATIONAL SCORING GUIDE & Rubric: WRITING

	Score	Strong Performance 10 - 9 points	Meets Expectations 8 points	Approaching Expectations 7 points
Am I understood?		My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with the message.	My writing is generally understood; the reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message.	My writing is generally understood; the reader has to reread the text to understand. Errors occur and do cause occasional confusion for the reader.
How rich is my vocabulary?		I use a wide variety of familiar vocabulary correctly, and appropriately incorporate several new expressions related to the current unit of study.	I use a variety of familiar vocabulary correctly and appropriately, and incorporate some new expressions related to the current unit of study.	I use very familiar vocabulary correctly; I may use a few new expressions related to the current unit of study.
How organized is my writing?		My ideas are presented in a very organized and logical manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a logical manner. My sentences include some details, and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.
How are knowledge and understanding of the		Comparisons between Arabic and American culture are detailed and accurate. Information about the French culture is accurately presented. Multiple valid sources for the information are accurately documented.	Comparisons between Arabic and American culture are accurate. Information about the Arabic culture is accurately presented. Sources for the information are valid, including generally correct documentation.	Comparisons between the Arabic and American culture are incomplete. Information about the target culture is presented and is generally correct. Sources for the information may not all be valid or accurately documented.

target culture represented?				
Total				

Compare your daily routine in USA, with a daily routine of a student in the Arab world countries.

INTERPERSONAL SCORING GUIDE & Rubric

Give each student cards with information about families of other students, their goal is to match each classmate with his family card, by asking each other at least 5 questions.

Move from:

1 -3 - 5

Move to:

Uses English frequently

Uses the target language all the time

Only responds when asked

Volunteers comments related to the discussion

Asks random questions

Asks follow-up questions related to what someone else said

Gives short responses

Gives responses with details, reasons, explanations

Dominates the discussion

Invites others to give their opinions, ideas

Repeats ideas that others already contributed

Adds ideas, insights, additional information to make the discussion more interesting

Does not pay attention during the discussion

Actively listens to what others are saying

INTERPERSONAL RUBRIC

	STRONG PERFORMANCE 10 9	MEETS EXPECTATIONS 8	APPROACHES EXPECTATIONS 7
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.

What cultural knowledge and understandings do I share?

I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.

I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.

I make limited or no references to the target culture. I may use a cultural gesture or expression.