



Figure 4. Holistic Rubric Example: Presentational Writing

Strong Performance	Writing has a clear focus and engages the reader in the opening lines. Information is accurate. Transitions help the reader move smoothly from one idea to another. Any errors in structures and/or spelling are minor and infrequent; they do not interfere with communication.
Meets Expectations	Writing has a clear opening statement and logical sequence of ideas. The information is accurate. Any errors in structures and/or spelling are minimal and do not interfere with communication.
Approaching Expectations	Writing includes a purpose for reading in the opening paragraph. The information is accurate. Supporting ideas follow the opening paragraph. Errors in structures and/or spelling may at times distract from the message.

Close Window

Center for Advanced Research on Language Acquisition (CARLA) • 140 University International Center • 331 17th Ave SE • Minneapolis, MN 55414 | [Contact CARLA](#)

© 2015 Regents of the University of Minnesota. All rights reserved.
The University of Minnesota is an equal opportunity educator and employer.
Last Modified: March 26, 2014 at 14:33



Twin Cities Campus: [Parking & Transportation](#)
[Maps & Directions](#) [Directories](#)
[Contact Us](#) [Privacy](#)

SLO # 5: Communicate orally and in writing in the target language in an effective and culturally-appropriate manner, in a variety of academic, social, and professional circumstances.

Exemplary	Satisfactory	Unsatisfactory
<p>Discourse evidences <i>most or all</i> of the following characteristics:</p> <ul style="list-style-type: none"> • Logical progression of ideas that are well organized and connected. • Consistent awareness of audience. • Appropriate use of register and vocabulary to accomplish the communicative task, including specialized and precise vocabulary and/or culturally-appropriate idiomatic expressions. • Accurate use of time frames, modes and grammar. • Easily understood by native speakers unaccustomed to language learners. 	<p>Discourse evidences <i>most or all</i> of the following characteristics:</p> <ul style="list-style-type: none"> • Organization is evident and the ideas are generally relevant and connected. • General awareness of audience. • Register and range of vocabulary are adequate to accomplish the communicative task. Discourse may incorporate some specialized vocabulary and/or culturally-appropriate idiomatic expressions. • Occasional errors in use of time frames, modes and grammar do not interfere with the overall communication of ideas. • Understood by native speakers unaccustomed to language learners. 	<p>Discourse evidences <i>most or all</i> of the following characteristics:</p> <ul style="list-style-type: none"> • Attempt to organize may be evident, but ideas may be loosely connected and/or presented in an illogical order. • Inconsistent awareness of audience. • Use of vocabulary is ineffective and/or inadequate to accomplish the communicative task. • Errors in use of time frames, modes and grammar may interfere with the overall communication of ideas. • Not understood by native speakers unaccustomed to language learners and/or understood with difficulty by someone accustomed to language learners.



Analytic rubric for role plays and interviews

- A 6 / 5.5 Understand all of the message.
- A- 5 Understand the general message and most of the details.
- B 4.5 Understand general message, but only some of the details.
- C 4 Have some idea of the general message, but would not be sure to have understood.
- D-F 3.5 - 0 Do not understand what the speaker is trying to say.

- | | | |
|-----|---------|---|
| A | 6 / 5.5 | Speech is smooth; speaker is comfortable and confident in use of the language. No mispronunciation that would interfere with comprehension by a sympathetic native speaker. |
| A- | 5 | Speech is occasionally hesitant; some rephrasing. Mispronunciation causing misunderstanding occurs only rarely. |
| B | 4.5 | Speech is hesitant (e.g. frequent rephrasing, sentences left unfinished, long pauses). Several misunderstandings arise from mispronunciation of words or errors in intonation. |
| C | 4 | Speech hesitant and choppy; conversation is almost impossible. Mispronunciation and inaccurate stress make understanding difficult. Has to repeat a lot to be understood; OR not enough speech to evaluate. |
| D-F | 3.5 - 0 | Speech limited to isolated words, or mispronunciation makes comprehension impossible. |

- | | | |
|-----|---------|---|
| A | 6 / 5.5 | Shows control of a wide range of the vocabulary taught in class and always uses this vocabulary appropriately. |
| A- | 5 | Shows control of an adequate range of the vocabulary taught in class and most often uses this vocabulary appropriately. |
| B | 4.5 | Some control of new vocabulary, but relies on fixed expressions/basic vocabulary or uses vocabulary inappropriately. |
| C | 4 | Shows very limited control of the vocabulary taught, making discussion of related topics extremely difficult; OR not enough speech to evaluate. |
| D-F | 3.5 - 0 | Shows no command of the vocabulary taught, making communication impossible. |

- | | | |
|-----|---------|---|
| A | 6 / 5.5 | Shows consistent control of the structures taught in class and communication is never impeded. |
| A- | 5 | Usually controls structures taught in class. |
| B | 4.5 | Shows partial control of structures taught in class. |
| C | 4 | Speech is very difficult to understand due to lack of control of structures taught; OR not enough speech to evaluate. |
| D-F | 3.5 - 0 | Extreme lack of control of structures taught in class. |

- | | | |
|-----|---------|---|
| A | 6 / 5.5 | Exchange is well-connected and appropriate to the topic and situation. Amount of time spent conversing is appropriate for the task assigned and the topic is adequately covered. |
| A- | 5 | Exchange is usually well-connected and appropriate to the topic and situation. |
| B | 4.5 | Some misunderstandings occur because discourse is not sufficiently connected or conversation is not always appropriate to the topic and situation; or speaker(s) does not maintain conversation for assigned length of time and needs to be told to continue. |
| C | 4 | Misunderstandings frequently occur between participants because discourse is not connected; or conversation is often inappropriate to topic or situation. |
| D-F | 3.5 - 0 | Exchange is not connected (many non-sequiturs; speaker unable to hold up his/her end of the conversation); or conversation is entirely inappropriate to topic or situation. |

Estudiante:

Habilidades		Excediente
Resumen y bibliografía anotada		
Formato (MLA)		
Extensión		
Título descriptivo		
Identificación del argumento principal y metodología		
Análisis de las ideas y los argumentos de otros		
Comunicación de sus propias ideas		
Uso de citas y ejemplos		
Argumento consistente		
Conclusión convincente		
Organización lógica con transiciones entre párrafos		
Gramática y ortografía		

Comentarios:

Contenido (60)	
Organización (20)	
Formato/gramática/ortografía (20)	
Total:	

Student:

Abstract and annotated bibliography	
Formatting (MLA)	
Length	
Descriptive title	
Clear thesis and argumentation	
Consideration of counter-arguments	
Expression of original ideas	
Use of quotes and examples	
Consistency of argument	
Persuasiveness of conclusion	
Logical organization and use of transitions	
Grammar and spelling	

Comments/suggestions:

Content (60)	
Organization (20)	
Formatting/grammar/spelling (20)	
Total:	

PORT 101

Avaliação de participação/Participation rubric

Estudante:

	Precisa de melhoramento		Regular		Exemplar
Assistência					
Pontualidade					
Participação em grupos pequenos					
Contribuição a discussões					

Total: /20

Student:

	Needs improvement		Satisfactory		Exemplary
Attendance					
Punctuality					
Participation in small groups					
Contributions to discussions					

Total: /20

EDSC 449S
Program Portfolio

General Description:

At the end of the program, you will be submitting a Portfolio for evaluation. The Portfolio will help you to reflect on and assess your learning and development as a teacher while in the EDSC Credential Program. Furthermore, the Portfolio will provide you with evidence of your cumulative teaching experience, which you can use in your future professional and educational endeavors. The Portfolio will include several 1-2 page narratives about different aspects of your school and work experience. It will also include samples, or indicators, of relevant work to support the information provided in your narratives.

Preparing the Portfolio:

In order to prepare the Portfolio, begin to select sample indicators of your work in the program. You may choose lesson plans, activities, anonymous samples of student work with your feedback, recordings of your teaching, photos, rubrics, printouts of PowerPoint presentations, etc. Be selective in choosing key indicators to support your narratives; the Portfolio is a representative snapshot, rather than an exhaustive record, of your teaching experience.

Organizing the Portfolio:

Your Portfolio should be organized according to the attached plan, "Portfolio Contents and Grading Rubric." Narratives and indicators should be inserted into a 3" (maximum) binder with appropriate dividers. You may use plastic pocket sheets to hold irregular or bulky items.

Writing the Narratives:

Your 1-2 page Portfolio narratives should be personalized and focus on a career emphasis. If you plan to be a high school teacher, your narratives should focus on teaching pedagogy and reference key indicators such as sample lesson plans, recordings of teaching, rubrics, etc. You might also include information about your use of technology for instructional purposes.

Required narratives include: a Statement of Teaching Philosophy; a narrative on curriculum and evaluation materials; and a description of your professional activities. In addition, you must include a current copy of your résumé. If you like, you may add an optional narrative on other relevant work experience and service.

Each narrative should have a clear focus, evidence reflection, and demonstrate your ability to synthesize ideas crisply and eloquently in correct English. Furthermore, narratives should refer to indicators selected for inclusion in the Portfolio.

EDSC 449S**Program Portfolio Evaluation Rubric**

All items must be included for a passing grade, with the exception of "Other Relevant Work Experience and/or Service."

Content	Point Value
Résumé	10
Statement of Teaching Philosophy and Experience (1-2 page narrative) <ul style="list-style-type: none">• Address how you perceive the role of the teacher.• Address your ideas regarding specific methodologies.• Address your use of technology for instructional purposes.• Describe your experience in the EDSC program.• Mention other teaching and tutoring experiences that you have had.• Include indicators such as: brochures from programs in which you have participated; letters of recommendation; classroom observation reports.	20
Sample Curriculum/Evaluation Materials (1-2 page narrative) <ul style="list-style-type: none">• Refer to the indicators, explaining in what ways they reflect your teaching approach and why you selected them for the Portfolio.	20
Other Relevant Work Experience and/or Service (1-2 page narrative) Address your experience in positions relevant to your current career goal, such as: research assistant; graduate assistant; computer/language laboratory assistant; officer in student organizations; member of community organizations.	
Professional Activities (1-2 page narrative) <ul style="list-style-type: none">• Document your attendance of, and participation in, conferences, in-service activities, and workshops.• Describe your collaboration with Master Teachers and classmates.	20

EDSC 449S

Program Portfolio Evaluation Rubric

<ul style="list-style-type: none">• List professional associations of which you are a member.• Include indicators such as: pamphlets/programs; evidence of your implementation of ideas from conferences, in-service activities, workshops, etc.	
Supporting documentation <ul style="list-style-type: none">• Include indicators such as: sample lesson plans; photos of classroom displays; the Unit Plan; anonymous samples of student work with teacher feedback; rubrics; printouts of PowerPoint presentations.	20
Organization, accessibility, professional appearance	10
Total	100

Comments:

Descrição do projeto:

Trabalhando em grupos pequenos, os alunos desenvolverão um plano para o lançamento de um novo produto ou serviço no mundo lusófono. O projeto inclui um relatório escrito, um anúncio comercial (televisivo ou para uma revista ou página web) e uma apresentação oral. A nota refletirá tanto o trabalho do grupo quanto o esforço individual de cada um dos seus integrantes.

Diretrizes para o relatório:

- Digitado e formatado segundo as regras da MLA
- 3-5 páginas
- Conteúdo: 1) descrição do produto ou serviço; 2) descrição da clientela potencial; 3) justificação do produto ou serviço: por que será um sucesso no mundo lusófono? 4) plano para lançar o produto ou serviço; 5) análise do custo para lançar o produto ou serviço; 6) descrição da contribuição de cada membro do grupo.

Diretrizes para a apresentação:

- Uma “boa lábia” (good sales pitch) para vender o produto ou serviço
- Duração de 8 a 10 minutos
- Acompanhada por uma apresentação PowerPoint e/ou outros elementos visuais
- Participação de todos os membros do grupo
- Contém a informação do relatório

Diretrizes para o anúncio:

- Anúncio de televisão, revista, jornal ou página web
- Representa o produto ou serviço efetivamente
- Criativo
- Persuasivo
- Mostra qualidade na produção
- Bom uso do português

Recursos:

- WordReference.com (dicionário português/inglês):
<http://www.wordreference.com/enpt/>
- Priberam (dicionário da língua portuguesa):
<http://www.priberam.com/dlpo/dlpo.aspx>

Avaliação:

Relatório (50 pontos)

	Problemático		Regular		Ótimo
Formato					
Extensão					
Conteúdo					
Gramática					
Ortografia					

Comentários/sugestões:

PORT 310
Projeto final

Apresentação (50 pontos)

	Problemático		Regular		Ótimo
Conteúdo					
Duração apropriada					
Pronúncia					
Fluência					
Desempenho					

Comentários/sugestões:

Anúncio (50 pontos)

	Problemático		Regular		Ótimo
Representação do produto ou serviço					
Criativo					
Persuasivo					
Mostra qualidade na produção					
Uso do português					

Comentários/sugestões:

Nota: ____/150

Project description:

Working in small groups, students will develop a marketing plan for the launch of a new product or service in the Lusophone world. The project will include a written report, an advertisement (for television, print media, or a website), and an oral presentation. The overall grade will reflect both individual contributions and collaboration with group members.

Guidelines for the report:

- Typed and formatted according to MLA guidelines
- 3-5 pages
- Content: 1) description of product or service; 2) description of target market; 3) justification of product or service: why will it be profitable in the Lusophone world? 4) plan for launch of product or service; 5) cost analysis of launch of product or service; 6) description of the contribution of each group member.

Guidelines for the presentation:

- Presentation of a good sales pitch to sell the product or service
- Length of 8-10 minutes
- Incorporation of PowerPoint or other visual elements
- Participation of all group members
- Consistency with written report

Guidelines for the advertisement:

- Television, magazine, newspaper or website advertisement
- Effective representation of product or service
- Creativity
- Persuasiveness
- Production quality
- Good use of Portuguese

Resources:

- WordReference.com (Portuguese/English dictionary):
<http://www.wordreference.com/enpt/>
- Priberam (Portuguese language dictionary):
<http://www.priberam.com/dlpo/dlpo.aspx>

Evaluation:

Report (50 points)

	Problematic		Satisfactory		Exemplary
Formatting					
Length					
Content					
Grammar					
Spelling					

Comments/suggestions:

Presentation (50 pontos)

PORT 310
Final project

	Problematic		Satisfactory		Exemplary
Content					
Appropriate length					
Pronunciation					
Fluency					
Performance					

Comments/suggestions:

Advertisement (50 pontos)

	Problematic		Satisfactory		Exemplary
Portrayal of product or service					
Creativity					
Persuasiveness					
Production quality					
Use of Portuguese					

Comments/suggestions:

Score: ____/150