

**Governor's Institute for World Languages 2006  
Rubric for Portfolio**

	<i>(3) Outstanding; appropriate for the Governor's Institute website; equivalent to "A"</i>	<i>(2) Adequate for graduate credit; equivalent to "B"</i>	<i>(1) Portfolio unacceptable as submitted: revisions needed no credit can be given</i>
<b><i>Theme and Performance objectives of the unit</i></b>	Precise objectives integrated with original and creative theme (contains a "big idea"); standards-based; objectives are realistic and address student performance	General topic or contains only some objectives that are performance-based or realistic	Not delineated and irrelevant; topic is grammar based rather than theme based
<b><i>Summary and activities in the unit</i></b>	Clear, concise, and appropriate to the topic; activities are standards based and geared toward performance; grammar is at the service of objectives and tied to functions; vocabulary categories appropriate	Summary rather brief or contains extraneous details; some activities tend to be general; only certain activities geared toward performance; grammar occasionally at the service of objectives; too much or too little vocabulary	Vague and not standards based; grammar for its own sake; no indication of functions or vocabulary
<b><i>Resources and materials</i></b>	Specific items included or clearly linked; goes beyond the textbook: uses additional readings, videos, or websites	Some items pertinent or relies almost exclusively on textbook	Few if any resources given
<b><i>Interpretive Assessment</i></b>	Text or listening segment appropriate to the level and theme; assessment tool provides adequate feedback; teacher can clearly see if students comprehend and allows interpretation	Text or listening segment fairly general, or assessment provides partial feedback; teacher can tell somewhat if students comprehend and interpret, or focuses on comprehension only.	Text or listening segment not given; no opportunity for feedback
<b><i>Interpersonal Assessment</i></b>	Clear directions given to students; students have opportunity to create with the language; feedback provided; link with the unit obvious	Directions rather broad or too specific; students memorize part of the dialogue or group interaction; only partial feedback; link with the unit somewhat vague	Interpersonal activity not given, or feedback not provided

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<b><i>Performance Assessment</i></b>	Directions clearly given; true to life situation; adequate time for preparation and oral presentation or writing; grows out of the unit	Provides some feedback; somewhat artificial situation; some undirected student performance	Students unprepared for the assessment; not related to a real situation
<b><i>Rubric(s) (must contain at least one)</i></b>	Categories clearly delineated; intelligible to students and parents; accentuates the positive aspects of student performance	Categories given in general terms; somewhat vague for students and parents	Little or no detail; accentuates negative aspects
<b><i>Reflections</i></b>	Addresses each question with specific examples	Addresses many questions with generalizations	Too brief with almost no detail