

Rubrics, Self-Evaluation and Checklists



**D.J. D.E.L.F. est
Déterminé à Enseigner la Langue Française**

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Writing rubric



Name : _____ Date : _____

Category	Level 4 (80-100)	Level 3 (70-79)	Level 2 (60-69)	Level 1 (50-59)	Level R (<50)
Creativity/ Originality	-The ideas are original with a lot of supporting details.	-The ideas are original with many supporting details.	Some ideas are original but there are few supporting details.	- Missing original ideas. -Supporting details are insufficient and limited.	-The ideas are incomplete or difficult to understand.
Intent of voice	- The intent of voice is exact, clear and well-developed. -The chosen words are precise and well selected.	-The intent of voice is in the process of developing. -The words are clear and descriptive.	-Some difficulties following the intent of voice. -The words are appropriate but missing clarity.	Difficult to follow the intent of voice. -The words are appropriate but missing clarity.	-Difficult to follow. -Missing the intent of voice. -The vocabulary is poor and limited.
Organizational plan	-The organizational plan is well structured, clear and original. -The introduction, the body and conclusion are strong with good transitions between ideas.	-The organization plan is logical and clear enough. -Transitions between ideas, the introduction, the body and the conclusion are sufficient.	-Evidence of a plan. -Absence of an introduction, a body or a sufficient conclusion.	-Evidence of a little planning. - Transitions between ideas in the introduction, body and the conclusion are insufficient and weak.	-Missing an organized plan. -Transitions between ideas are incomplete or incoherent.
Grammatical aspect	-Few grammar or spelling errors. -The sentences are varied in length and complexity.	-Some grammar and spelling errors. Do not affect the sense. - The sentences are often varied in length and in complexity.	-Several grammar and spelling errors. -Anglicisms are evident. -Sentences are missing variety in length and in complexity.	-Many spelling and grammar errors. -Anglicisms interfere with the sense. -Sentences are too simple.	-Too many spelling and grammar errors. -Anglicisms make the text incomprehensible.

Comments : _____

Oral rubric



Name : _____ Date : _____

Category	Level 4 (80-100)	Level 3 (70-79)	Level 2 (60-69)	Level 1 (50-59)	Level R (<50)
Presentation	<ul style="list-style-type: none"> -Clear voice, good pronunciation, intonation et appropriate rhythm -Sentences are varied in length and complexity. -Speaks with confidence and without hesitation 	<ul style="list-style-type: none"> -Clear voice and majority of words are well pronounced. -Sentences are often varied in length and complexity. -Has confidence. 	<ul style="list-style-type: none"> -Difficulties hearing presentation. -Incorrect words and pronunciation -Sentences are missing variety in length and in complexity. 	<ul style="list-style-type: none"> -Great difficulties hearing the presentation. -A lot of errors in pronunciation. -The sentences are too simple. -Lacks confidence. 	<ul style="list-style-type: none"> -Grave difficulties. -English used. -Impossible to understand.
Creativity/ Originality	<ul style="list-style-type: none"> -The ideas are original with a lot of supporting details. Script was memorized. 	<ul style="list-style-type: none"> -The ideas are original with some supporting details. Script was almost memorized. 	<ul style="list-style-type: none"> - Some ideas are original but there are few supporting details. -Script often read. 	<ul style="list-style-type: none"> -Missing original ideas. - Supporting details are insufficient and limited. -Script read. 	<ul style="list-style-type: none"> -The ideas are incomplete or difficult to understand. -Script always read.
Aspect grammatical	<ul style="list-style-type: none"> -Grammar and vocabulary are correct with very few errors. 	<ul style="list-style-type: none"> -Vocabulary and grammar are correct with a few errors. 	<ul style="list-style-type: none"> -Numerous errors in grammar and vocabulary. 	<ul style="list-style-type: none"> -Many errors in vocabulary and grammar that interfere with comprehension. 	<ul style="list-style-type: none"> -Too many errors in grammar and spelling. - Anglicisms make the text incomprehensible.

Comments : _____

Self-evaluation



I Got It!

Tasks (Learning goals and success criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it

Checklist



Name of students	Tasks					
	(Learning goals and success criteria)					
	1=He/She is beginning 2=He/She is learning 3=He/She understands 4=He/She has mastered					
	He/She can understand the life aspect vocabulary	He/She can _____	He/She can _____	He/She can _____	He/She can _____	He/She can _____

Adapted by: Kendel Ince

Self-evaluation



I Got It!

Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning goals and success criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning goals and success criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering
I can reflect on the life aspect vocabulary (Anticipation Guide)				
I can understand the song vocabulary (Vocab/Act.1/14)				
I can answer open questions completely using vocabulary from this life aspect. (Act.9)				
I can use and recognize vocabulary from this life aspect. (Act.7A/7B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.8A/8B)				
I can show knowledge of vocabulary thanks to images. (Act.10/11)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research facts online linked to the vocabulary of this life aspect. (Act.15)				
I can accomplish authentic tasks linked to vocabulary of this life aspect. (Act.2/3A/3B/4A/4B)				
I can demonstrate personal attributes of independence and initiative. (Act.6/6B/13)				
...				

Ma journée typique Self-evaluation

artiste : DJ. D.E.L.F.



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning goals and success criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering
I can reflect on the vocabulary of the life aspect. (Anticipation Guide)				
I can understand the song vocabulary (le vocab/Act.1)				
I can answer open questions completely using vocabulary from this life aspect. (Act.3)				
I can use and recognize the vocabulary of this life aspect. (Act.4A/4B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.7/8)				
I can show knowledge of vocabulary thanks to images. (Act.5)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research facts online linked to the vocabulary of this life aspect. (Act.15)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.9/10/11)				
I can demonstrate personal attributes of independence and initiative. (Act.12/13/14)				
...				



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning goals and success criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering
I can reflect on the vocabulary of the life aspect. (Ant. Guide)				
I can understand the vocabulary of this song. (Vocab/Act.1/5)				
I can answer open questions completely using the vocabulary from this life aspect. (Act.8)				
I can use and recognize the vocabulary from this life aspect. (Act.7A/7B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.11/12)				
I can show knowledge of the vocabulary thanks to images. (Act.9)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research online facts linked to the vocabulary of this life aspect. (Act.15)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.2/3/4)				
I can demonstrate personal attributes of independence and initiative. (Act.13/14/Mon journal intime)				
...				



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning Goals and Success Criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it
I can reflect on the vocabulary of the life aspect. (Ant. Guide)				
I can understand the vocabulary of this song. (Vocab/Act.1)				
I can answer open questions completely using the vocabulary from this life aspect. (Act.2)				
I can use and recognize the vocabulary from this life aspect.(Act.4A/4B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.7/8)				
I can show knowledge of the vocabulary thanks to images. (Act.5)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research online facts linked to the vocabulary of this life aspect. (Act.10)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.9)				
I can demonstrate personal attributes of independence and initiative. (Gr. Organizer)				
...				

Suivez mes directions ! Self-evaluation

artiste : DJ. D.E.L.F.



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning Goals and Success Criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it
I can reflect on the vocabulary of the life aspect. (Ant. Guide)				
I can understand the vocabulary of this song. (Vocab/Map/Act.)				
I can answer open questions completely using the vocabulary from this life aspect. (Act.6)				
I can use and recognize the vocabulary from this life aspect. (Act.3/4A/4B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.9/10)				
I can show knowledge of the vocabulary thanks to images. (Act.7)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research online facts linked to the vocabulary of this life aspect. (Act.11/12)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.2/13)				
I can demonstrate personal attributes of independence and initiative. (Act.11/12/14)				
...				

Faisons du shopping ! Self-evaluation

artiste : DJ. D.E.L.F.



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning Goals and Success Criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it
I can reflect on the vocabulary of the life aspect. (Ant. Guide)				
I can understand the vocabulary of this song. (Vocab/Act.1)				
I can answer open questions completely using the vocabulary from this life aspect. (Act.2)				
I can use and recognize the vocabulary from this life aspect. (Act.3A/3B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.7/8)				
I can show knowledge of the vocabulary thanks to images. (Act.4)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research online facts linked to the vocabulary of this life aspect. (Act.12/13)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.8/9/10/11)				
I can demonstrate personal attributes of independence and initiative. (Act.-12)				
...				



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning Goals and Success Criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it
I can reflect on the vocabulary of the life aspect. (Ant. Guide)				
I can understand the vocabulary of this song. (Vocab/Act.1)				
I can answer open questions completely using the vocabulary from this life aspect. (Act.8)				
I can use and recognize the vocabulary from this life aspect. (Act.6/7A/7B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.11/12)				
I can show knowledge of the vocabulary thanks to images. (Act.9)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research online facts linked to the vocabulary of this life aspect. (Act.13)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.2/3/4)				
I can demonstrate personal attributes of independence and initiative. (Act.3/13/Menu)				
...				



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning Goals and Success Criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it
I can reflect on the vocabulary of the life aspect. (Ant. Guide)				
I can understand the vocabulary of this song. (Vocab/Act.1/2A/B/3/4)				
I can answer open questions completely using the vocabulary from this life aspect. (Act.8)				
I can use and recognize the vocabulary from this life aspect. (Act.5/7/7B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.11/12)				
I can show knowledge of the vocabulary thanks to images. (Act.9)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research online facts linked to the vocabulary of this life aspect. (Act.15)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.2A/2B/3/4)				
I can demonstrate personal attributes of independence and initiative. (Feuille d'art)				
...				



Write the date in the appropriate box concerning the tasks below in order to follow your progress from beginner to master.

Tasks (Learning Goals and Success Criteria)	DATE			
	I am beginning to understand	I am learning	I understand	I am mastering it
I can reflect on the vocabulary of the life aspect. (Ant. Guide)				
I can understand the vocabulary of this song. (Vocab/Act.1)				
I can answer open questions completely using the vocabulary from this life aspect. (Act.4)				
I can use and recognize the vocabulary from this life aspect. (Act.3A/3B)				
I can maintain a conversation completely using the vocabulary from this life aspect. (Act.7/8)				
I can show knowledge of the vocabulary thanks to images. (Act.5)				
I can present a variety of sketches completely using the vocabulary from this life aspect. (R.A.F.T.S.)				
I can research online facts linked to the vocabulary of this life aspect. (Act.9)				
I can accomplish authentic tasks linked to the vocabulary of this life aspect. (Act.4)				
I can demonstrate personal attributes of independence and initiative. (Act.9/Rock Video Life aspect)				
...				