Using Proficiency Rubrics in the DLI Classroom So Your Teaching Can Shine

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@CurroGr @ProfRoche

SCAN ME

Let's see who's in the room

Put your hands up in the air if you are...

Teacher

Administrator

District / State level

Others

Turn & Talk

- What is your model (50-50), age group (elementary…), language (Chinese…)
- Do you use rubrics?
- How do you use rubrics? Give an example

Participants will be able to...

- Evaluate rubrics based on effectiveness and alignment to ACTFL proficiency guidelines.
- Develop a rubric tailored to a range of proficiency levels and aligned to national standards.

...ready to be used in the immersion classroom.

FCPS DLI PROGRAMS [SPANISH/ENGLISH]

Elementary 1128 Ss

- **4 Elementary Schools** (1 School-wide, 3 Strands)
  - (3 Sequential Literacy, 1 Simultaneous Biliteracy)
- 50/50 K-5th
  - Math and Science

Middle 354 Ss

- **1 Middle School** (Strand)
- 60/40 6th grade
  - Math, Soc Studies, Science, Spanish
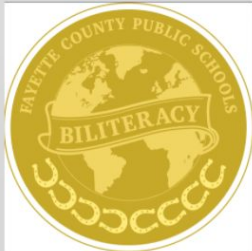- 40/60 7th-8th
  - Soc Studies, Science, Spanish

High 237 Ss

- **1 High School** (Strand)
- 30/70 9th-10th
  - Spanish, Science
- 30/70 11th-12th
  - AP SP Lang, AP SP Lit, Film & Culture, Dual Credit SP Writing

educacionyfp.gob.es

4 Certified ISA programs
2 Schools of the Year
1 Finalist

Fcps.net

Pedagogical Resources

- Curriculum in Spanish
  - Math- Investigations, Envisions
  - Science- Amplify
  - Social Studies- K-12 My World Interactive

- Spanish Language Continuum K-12

- Proficiency Benchmarks per grade level

- Language Proficiency Rubrics

Spanish K-12 Language Continuum

8: What Inventions Changed the World?

Proficiency Level: Intermediate Mid/High

Mode	Sample Learning Intention Function *(What can students do with the language?)*	Content *(What can students talk about?)*	Intercultural Communication
Interpretive	I can understand an interview with an inventor in a publication. I can understand the recorded description of the environment that inspired an invention.	**Verbs:** mejorar, utilizar, resultar, innovar, aportar, descubrir, solucionar, cambiar, combatir, reemplazar, determinar, impactar, permitir, patentar, lograr, producir **Types of Inventions:** inventos de la medicina, importantes para la humanidad, tecnologicos, **Adjectives:** asombroso, ingenioso, extraño, valioso, exitoso, práctico, útil, científico, innovador, creativo, imaginativo, novedoso, único, radical, costoso **Adverbs:** rápidamente, fácilmente, repetidamente, lentamente,	**Investigate:** In my own and other cultures, I can compare the perspectives on inventions and their impact on society. **Interact:** I can work with peers in another culture to identify challenges and design an invention to resolve them.
Interpersonal	I can exchange opinions with a peer about the significance of different inventions. I can exchange ideas with a partner for an invention that would make our lives easier.	**Other Related Words:** Ser humano, novedad, **What phrases will I need to know?** Antes de su invención, las personas tenían que …, Ha logrado cambiar el mundo... Se caracteriza por brindar, dando a pie a,	

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Language Proficiency Benchmarks

Grade	Listening	Speaking	Reading	Writing
K	Novice Mid	Novice Low	Novice Low	Novice Low
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

The Need for Rubrics

Language Continuum

Proficiency Benchmarks
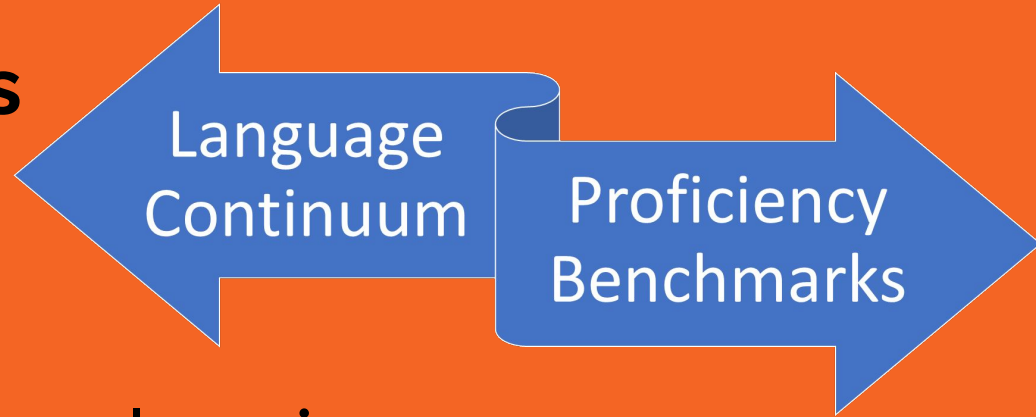
- Effect "Feedback" has on learning
- Focus on Language Proficiency
- Consistent structure for feedback
- Common data format for PLC data analysis

Mode(s) (How am I showing my learning?)	IC	PW	PS	IR	IL

Instructional Outcome (What am I doing with my language?)	

Category	Novice Low	Novice Mid	Novice High	Intermediate Low
	I might sound accurate but my language is limited.			
Function (What can I do with the language?)	-I sometimes use and understand words I have learned.	-I communicate slightly. I use memorized phrases and automatic responses to produce words, lists, and phrases.	-I begin to take part in a conversation and exchange information. -I begin to ask/answer questions beyond memorized ones.	-I create my own expressions with some struggle. -I participate in situations with no complications. -I initiate, continue and bring to a close interactions, and ask/answer some questions.
Content (What language do I use?)	-I begin interacting in everyday settings. I begin to exchange information about myself.	-I can interact in everyday & familiar situations. -I exchange information about myself and about topics I have learned.	-I begin to interact in some informal situations. -I exchange information about myself and begin to understand and converse about topics including my activities and immediate environment.	-I interact in some informal and transactional situations with some struggle. -I understand and converse about some topics including daily activities and my immediate environment.
Text Type (What does my language look like?)	-I list/name/ identify with single words and begin to use memorized phrases.	-I list/name/ identify with words and memorized phrases. I begin to attempt to use sentences with a pattern.	-I list/name/identify with words and memorized phrases. I begin to use/understand separate sentences.	-I use and understand separate sentences. -I sometimes use/understand a series of sentences.
Accuracy & Comprehensibility (How understandable is my language?)	-Because of my grammar, word order/choice, and/or pronunciation, I am difficult to understand by someone used to non-native language users. -I need time, cues, and or repetition.	-Because of my grammar, word order/choice, and/or pronunciation, I may be difficult to understand by someone used to non-native language users. -I frequently need time, cues, and or repetition.	-Because of my grammar, word order/choice, and or pronunciation I am generally understood by someone used to non-native language users. -I sometimes need time, cues, and or repetition. I begin to self-correct.	-Because of my grammar, word order/choice, and or pronunciation, I am generally understood by someone used to non-native language users. -I still need repetition. My speech has pauses and self-corrections.

What is a Rubric

A scoring tool that explicitly describes the instructor's performance expectations for an assignment or piece of work.

Definition by Eberly Center (Carnegie Mellon University)

Oral Proficiency Assessment Rubric
6th grade, semester 1

How rubrics help…

Teachers

- Rigorous Learning Goals and Performance Scales (Marzano)
- Allows for faster and more accurate grading
- Clarifies lesson elements that may need additional attention

Students

- Defines the goal for students
- Allows them to check their work against the rubric to determine if they meet all criteria
- Sets up expectations for fairness in grading

But above all #Feedback

Feedback is one of the most effective strategies for improving the learning experience (Hattie Effect size 0.7)

Students that receive feedback perceive themselves as being more competent, and are also more accurate in their self-evaluative performance. (Hattie)

Oral Proficiency Assessment Rubric — 6th grade, semester 1

ACTFL and Rubrics

In the "How to Use the Can-Do Statements"

Starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

Oral Proficiency Assessment Rubric

6th grade, semester 1

	1 point NH3	2 points IL1	3 points IL2	4 points IL3	5 points IL4/IM1
Functions	I can talk about familiar topics using practiced language. I mostly use memorized phrases and simple sentences.	I am beginning to talk about familiar topics using non-memorized simple sentences.	I often, but not always, talk about familiar topics using non-memorized simple sentences.	I am comfortable talking about familiar topics, including in the content area. I use non-memorized simple sentences.	I am comfortable talking about familiar topics, including in the content area. I use connected, non-memorized sentences.
Content/Context	I can talk about predictable topics. I can talk about myself, what I like, and what I need.	I am beginning to talk about limited tasks. I can talk about my daily activities, what I prefer, and what I need right now. My English vocabulary influences my Spanish vocabulary.	I am beginning to talk about less limited tasks. I am beginning to give more details on my daily activities, and my likes. My English vocabulary influences my Spanish vocabulary.	I am comfortable talking about straightforward tasks. I can give some details on my daily activities, my likes and needs. My English vocabulary influences my Spanish vocabulary.	I try to talk about a variety of tasks. I try to talk about food, shopping, travel, lodging and other physical and social needs. My vocabulary is limited, but I depend less on English.
Text Type	Most of what I say is memorized. Sometimes I create sentences that I've never practiced.	I often make simple sentences that I haven't practiced.	I mostly make simple sentences, and I'm starting to connect my sentences.	I make simple sentences that I haven't practiced. Sometimes my sentences are connected.	I make connected sentences that I haven't practiced.
Language Control	I need a sympathetic listener (someone accustomed to a language learner) to be understood.	I'm always understood by a sympathetic listener. Usually I have to repeat what I'm saying or say it a different way.	I'm always understood by a sympathetic listener. Sometimes I have to repeat what I'm saying or say it a different way.	I'm always understood by a sympathetic listener. I may have to repeat what I'm saying or say it in a different way.	I'm understood by a sympathetic listener. I don't often have to repeat what I'm saying.

Comments:

Score   Grade =

LISTENING

DIRECTIONS: This form is designed to help you evaluate a student's skill in listening. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's mastery of this skill.

1 = Weak   2 = Moderately Weak   3 = Average   4 = Moderately Strong   5 = Strong

1. The student determines exactly what he or she needs to know.
   1 2 3 4 5

2. The student pays careful attention to relevant verbal information.
   1 2 3 4 5

3. The student asks effective questions to clarify verbal information.
   1 2 3 4 5

4. The student encourages others to present infor
   1 2 3 4 5

5. The student is able to identify and summarize t
   1 2 3 4 5

- Is the rubric aligned to a targeted benchmark level ?
- Is this rubric aligned to a clear language goal (I can…)?
- Which language proficiency components are you targeting?

Rubric Example 2

Judging rubric for presentation   3/28/2017

1. Acting skills Sounds sincere, good rhythm

    1   2   3   4   5

2. Clarity – Clear and stable speed, sound natural.

    1   2   3   4   5

3. Politness   maintain eye contact, handshake, wait for other to finish

    1   2   3   4

- Is the rubric aligned to a targeted benchmark level ?
- Is this rubric aligned to a clear language goal (I can…)?
- Which language proficiency components are you targeting?

Rubric Example 3

Name:			Teacher/Hour:		
Mode(s) (How am I showing my learning?)	IC	PW	PS	IR	IL

Instructional Outcome (What am I doing with my language?)	

Category	On my way to Novice Low	Meeting Novice Low	Exceeding Novice Low
Function (What can I do with the language?)		-I sometimes use and understand words I have learned.	
Content (What language do I use?)		-I begin interacting in everyday settings. -I begin to exchange information about myself.	
Text Type (What does my language look like?)		-I list/name/identify and begin to use me	
Accuracy & Comprehensibility (How understandable is my language?)		-Because of my gram order/choice, and/or am challenging to be someone used to non users. -I need time, cues, an	

- Is the rubric aligned to a targeted benchmark level ?
- Is this rubric aligned to a clear language goal (I can...)?
- Which language proficiency components are you targeting?

Rubric Example 4

	4	3		
Creativity	Every step of the recipe is illustrated	Most step of the recipe is illustrated	Some steps of the recipe are illustrated	No steps of the recipe are illustrated
Comprehensibility	Errors do not hinder comprehension	Errors somewhat hinder comprehension	Errors significantly hinder comprehension	Incomprehensible due to errors
Research	Recipe is for an item from target country and recipe is authentic	Recipe is for an item from target country, but is inaccurate	Recipe shows evidence of some research, but not much	Recipe appears to have been thrown together without any research
Use of commands	Recipe demonstrates	Recipe mixes infinitives with commands	Recipe uses some commands	No commands are given

- Is the rubric aligned to a targeted benchmark level ?
- Is this rubric aligned to a clear language goal (I can…)?
- Which language proficiency components are you targeting?

What modes of communication do we measure with rubrics?

Presentational Writing

Example of Activities:

TEXT

Essays (In CANVAS)

Open Responses (Content...)

Presentational Speaking

Example of Activities:

Project Presentation

Flipgrid

Interpersonal Communication

Example of Rubric 1

Example of Rubric 2

Flipgrid/ Conversations

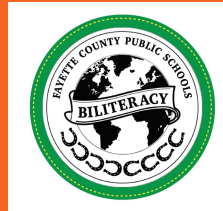# Create your own rubric.

Tip

Use the example of FCPS rubric to create your own rubric.

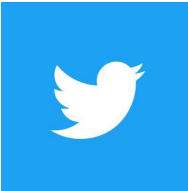Try to incorporate something you can use in your classroom on Monday

Questions?

Thank you!

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SCAN ME

https://tinyurl.com/RubricsDLIConference22