

# Native Language Project Rubric

Approved by Coordinating Council June 2013

| Performance Indicators  | Outstanding   | Good   | Competent   | Needs Revision   |
|---|---|--|---|--|
| <p><b>Original Native Language Project</b></p>                                      | <ul style="list-style-type: none"> <li>-- Crafts an extended informational, communicative, or creative piece in a language other than English.</li> <li>-- Project includes most modes of communication: reading, writing, speaking, and listening.</li> <li>-- A detailed English version of the piece is provided.</li> <li>-- Cites sources if appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>-- Articulates an original work in a language other than English.</li> <li>-- Project includes at least two of the following modes of communication: reading, writing, speaking, and listening.</li> <li>-- A summary of the piece is provided in English.</li> </ul> | <ul style="list-style-type: none"> <li>-- Communicates ideas in language other than English.</li> <li>-- Project includes at least one of the following modes of communication: reading, writing, speaking, or listening.</li> <li>-- A brief description of the piece is provided in English.</li> </ul> | <ul style="list-style-type: none"> <li>-- Fails to express ideas using a language other than English.</li> <li>-- No description of the piece in English is provided.</li> </ul>                           |
| <p><b>Linguistic Analysis</b><br/><i>(can be part of project or reflection)</i></p> | <ul style="list-style-type: none"> <li>-- Includes a thorough analysis of syntactic, orthographic, and/or phonetic differences* between the student's NL and English.</li> <li>-- Thoroughly reflects on value of maintaining one's NL skills.</li> <li>-- Thoughtfully assesses current abilities in native language.</li> </ul>   | <ul style="list-style-type: none"> <li>-- Includes an analysis of syntactic, orthographic, and/or phonetic differences* between the student's NL and English.</li> <li>-- Reflects on value of maintaining one's NL skills.</li> <li>-- Assesses current abilities in native language.</li> </ul>            | <ul style="list-style-type: none"> <li>-- Makes some observations of syntactic, orthographic, and/or phonetic differences* between the student's NL and English.</li> <li>-- Alludes to value of maintaining one's NL skills.</li> <li>-- Alludes to current abilities in native language.</li> </ul>     | <ul style="list-style-type: none"> <li>-- No linguistic analysis.</li> <li>-- Unaware of any benefit of maintaining one's NL skills.</li> <li>-- Does not address abilities in native language.</li> </ul> |

| <b>Performance Indicators</b> | <b>Outstanding</b>  | <b>Good</b>  | <b>Competent</b>   | <b>Needs Revision</b>   |
|-------------------------------|---|--|--|---|
| <b>Essay Reflection</b>       | <ul style="list-style-type: none"> <li>-- Articulately explains the focus and process of the project.</li> <li>-- Articulately reflects on experiences as a language learner.</li> <li>-- Articulately reflects on connections between language and culture.</li> </ul> | <ul style="list-style-type: none"> <li>-- Explains the focus and process of the project</li> <li>-- Relates experiences as a language learner</li> <li>and/or</li> <li>-- Reflects on connections between language and culture.</li> </ul> | <ul style="list-style-type: none"> <li>-Makes some observations about the focus and process of the project.</li> <li>-- Alludes to experience(s) as a language learner.</li> </ul>   | <ul style="list-style-type: none"> <li>-- No explanation of the project.</li> <li>-- No noted experiences as a language learner.</li> </ul>   |
| <b>Oral Presentation</b>      | <ul style="list-style-type: none"> <li>Communicates ideas clearly in sophisticated way to audience:</li> <li>-- presents complex, accurate, substantive ideas and information clearly,</li> <li>-- is able to respond to questions and expand on ideas.</li> </ul>      | <ul style="list-style-type: none"> <li>Communicates clearly to audience:</li> <li>-- presents accurate, substantive ideas and information clearly,</li> <li>-- is able to respond to questions and expand somewhat on ideas.</li> </ul>    | <ul style="list-style-type: none"> <li>Communicates to audience:</li> <li>-- presents some ideas and information,</li> <li>-- is able to respond accurately to questions.</li> </ul> | <ul style="list-style-type: none"> <li>Unclear presentation to audience:</li> <li>-- does not present accurate or substantive ideas or information,</li> <li>-- cannot respond to questions.</li> </ul> |

\*For example, grammar, word order; writing system, spelling, punctuation; sounds, tones, diacritical marks (accents, tildes, etc.)