

**General Education Scoring Guide for FOREIGN LANGUAGES & ASL
COURSE ASSESSMENT RUBRIC
Revised August 2006**

| Criteria | 4-Accomplished <i>Exceeds Course Expectations</i> | 3-Competent <i>Meets Course Expectations</i> | 2-Developing <i>Incomplete in Meeting Course Expectations</i> | 1-Beginning <i>Inadequate in Meeting Course Expectations</i> | N/A |
|---|---|--|--|---|------------|
| Culture: Students will demonstrate knowledge of the culture(s) of the peoples(s) whose language they are studying. <i>(GE Goals 1,2,8)</i> | Demonstrates mastery of key cultural concepts & themes; is able to analyze without bias differences between the target culture & his/her own | Demonstrates knowledge of many of the key cultural concepts & themes; is able to draw limited comparisons between the target culture & his/her own | Demonstrates basic knowledge of key cultural concepts & themes by identifying & listing them | Shows little or no interest in, or knowledge of, the target culture; usually cannot identify concepts or themes | |
| Oral Communication: Students will demonstrate command of oral language skills (listening & speaking) by using the appropriate vocabulary & structures in response to written, oral, or visual prompts. <i>(GE Goals 1,2, 8)</i> | Demonstrates clear underrating of utterances in the target language by responding accurately with near native fluency | Demonstrates understating of utterances in the target language by responding with appropriate elements of vocabulary & structure, with minimal flaws that do not seriously impede communication of ideas | Demonstrates basic understanding of utterances in the target language & can respond with limited accuracy & ability to communicate ideas | Struggles to communicate; often unable to understand the prompt; is sometimes unable to respond in the target language at all | |
| Written Communication: Students will demonstrate basic understanding by responding to written, oral, or visual prompts, using the appropriate vocabulary & structures. <i>(GE Goals 1,2,8)</i> | Clearly demonstrates understanding of written texts by responding with near native accuracy, orally or in writing, to questions about the content | Demonstrates understanding of the key concepts in written texts by responding accurately with minimal errors | Shows limited comprehension of the content; responds, but with noticeable flaws in structure &/or choice of vocabulary | Almost totally misinterprets the written text; is unable to respond appropriately in writing; often completely unable to respond orally | |
| Expressive Sign Communication: Students will demonstrate expressive command of ASL skills by using the appropriate vocabulary & structures in response to signed or visual prompts. <i>(GE Goals 1,2,8)</i> | Demonstrates clear understanding of signing in the target language, by responding accurately with near native fluency | Demonstrates understanding of signing in the target language by responding with appropriate elements of vocabulary & structure, with minimal flaws that do not seriously impede communication of ideas | Demonstrates basic understanding of signing in the target language & can respond with limited accuracy & ability to communicate ideas | Struggles to communicate; often unable to understand the prompt; is sometimes unable to respond in the target language at all | |
| Receptive Sign Communication: Students will demonstrate receptive understanding of ASL by responding with written, signed or visual communication, using the appropriate vocabulary & structures. <i>(GE Goals 1,2,8)</i> | Clearly demonstrates understanding of signed texts by responding with near native fluency, by signing or in writing, to questions about the content | Demonstrates understanding of the key concepts by signing or in written texts by responding accurately with minimal errors | Shows limited comprehension of the content; responds, but with noticeable flaws in structure &/or choice of vocabulary | Almost totally misinterprets the signed communication; is unable to respond appropriately in sign or writing; often completely unable to respond orally | |

