

Figure 1.2. Rubric for Target Language Activities

Rubric for Target Language Activities	<i>E</i>	<i>S</i>	<i>U</i>	Rating
Task Completion	<ul style="list-style-type: none"> Has listened to directions and knows how to complete the task. Begins the activity right away and easily finishes in the allotted time 	<ul style="list-style-type: none"> Needs a reminder to begin the activity. Barely finishes the activity in the allotted time. 	<ul style="list-style-type: none"> Is not prepared to begin the activity on time because he/she did not pay attention. Does not finish the activity during the allotted time because of a lack of focus. 	
Use of Target Language	<ul style="list-style-type: none"> Uses only the target language for all pair communication during the activity. Uses expressions like: <i>Please repeat, I don't understand, What?</i> if he/she needs to hear the question again. 	<ul style="list-style-type: none"> Uses the required amount of the target language to complete the activity. Uses the expressions: <i>Please repeat, I don't understand, etc.</i>, to ask for help. 	<ul style="list-style-type: none"> Talks to friends instead of working. Asks and answers the questions in English. 	
Comprehension	<ul style="list-style-type: none"> Student comprehends the questions and answers given by the other students. 	<ul style="list-style-type: none"> Student does not always comprehend the questions and answers from other students, but asks them clarification questions to find out. 	<ul style="list-style-type: none"> Student does not comprehend the question and/or answer and makes no attempt to find it out. 	
Communication	<ul style="list-style-type: none"> Student communication goes beyond the scope of the activity. 	<ul style="list-style-type: none"> Student successfully communicates with his/her partner. 	<ul style="list-style-type: none"> Student makes no effort to communicate with his/her partner. 	