

## ESL RUBRICS

As we learned in the workshop entitled “*Incorporating Rubrics into Instruction*” which is part of the Student Success ASSESSMENT certificate, rubrics can be used for formative assessment.

**Formative Assessment** is a tool we use to gauge student performance. While generally speaking multiple-choice tests and other objective measures indicate what students know, formative assessments generally indicate what students can do and are generally administered often during the semester to help **FORM** instruction. Students can measure their own progress with rubrics, peers can measure a peer’s performance, and the teacher can measure student performance. If the rubric is reliable, all should get similar results.

Since the rubric workshop was lacking on examples especially for ESL, I have put together a few rubrics that might be helpful. Of course these are samples and teachers are free to create their own. You might consider using Rubistar to do so. The rubrics that follow were first created in Rubistar and then adapted for our students and their levels ([rubistar.4teachers.org](http://rubistar.4teachers.org))

You will find level appropriate rubrics for

- Team Presentations
- Speaking
- Study Habits

I chose not to do writing because there are so many aspects of writing at each level and I suspected that you would have personal ideas about what you might include. I would caution that you do not try to be so detailed in a rubric that you can’t successfully measure students. The system will bog down if you do so. If grammar is important to you for example, chose one or two grammar points that define the level, don’t mention every grammar point they must learn in class.

### STEPS

1. Refine the rubric to your preferences
2. Go over the rubric with students and get feedback
3. Upper levels: adjust rubric based on student feedback.
4. Use the rubric in various ways often in the class.
  - a. Teacher completes about students.
  - b. Students complete about themselves.
  - c. Students complete about peers.
5. Adapt instruction to meet needs where appropriate.
6. Make your own rubric to reflect on your teaching skills.

**Oral Presentation Rubric : Beginning ESL 1  
(Team-Project Presentations)**

Teacher Name: \_\_\_\_\_  
 Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Team Participation	All members of the team say something meaningful and on topic.	Most members of the team say something meaningful and on topic.	Some members of the team say something meaningful and on topic	Only one member of the team speaks.
Volume	All students (the audience) can hear all the time.	All students (the audience) can hear 75% of the time or more.	All students (the audience) can hear between 65% and 75% of	Students (the audience) can't often hear speakers.
Speaks Clearly	All members of the team speak clearly and are easy to understand.	Most members of the team speak clearly and are easy to understand.	Some members of the team speak clearly and are easy to understand.	Only one member or no members of the team speak clearly and are easy to understand.
Content (Vocabulary & Grammar)	Uses most of the new words from the unit.	Uses many of the new words from the unit.	Uses some of the new words from the unit.	Uses a few or none of the new words from the unit.

## Oral Presentation Rubric : Beginning ESL 2 (Team-Project Presentations)

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Team Participation	All members of the team say something meaningful and on topic.	Most members of the team say something meaningful and on topic.	Some members of the team say something meaningful and on topic	Only one member of the team speaks.
Volume	All students (the audience) can hear all the time.	All students (the audience) can hear 75% of the time or more.	All students (the audience) can hear between 65% and 75% of the time or more.	Students (the audience) can't often hear speakers.
Speaks Clearly	All members of the team speak clearly and are easy to understand.	Most members of the team speak clearly and are easy to understand.	Some members of the team speak clearly and are easy to understand.	Only one member or no members of the team speak clearly and are easy to understand.
Content (Vocabulary & Grammar)	Uses most of the new words from the unit and speaks in complete sentences most of the time.	Uses many of the new words from the unit and speaks in complete sentences some of the time.	Uses some of the new words from the unit and speaks in complete sentences some of the time.	Uses a few or none of the new words from the unit and rarely speaks in complete sentences.

**Oral Presentation Rubric : Beginning ESL 3  
(Team-Project Presentations)**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Team Participation	All members of the team say something meaningful and on topic.	Most members of the team say something meaningful and on topic.	Some members of the team say something meaningful and on topic	Only one member of the team speaks.
Volume	All students (the audience) can hear all the time.	All students (the audience) can hear 75% of the time or more.	All students (the audience) can hear between 65% and 75% of the time or more.	Students (the audience) can't often hear speakers.
Speaks Clearly	All members of the team speak clearly and are easy to understand.	Most members of the team speak clearly and are easy to understand.	Some members of the team speak clearly and are easy to understand.	Only one member or no members of the team speak clearly and are easy to understand.
Content (Vocabulary & Grammar)	Speaks in complete sentences most of the time with correct grammar.	Speaks in complete sentences most of the time with correct grammar some of the time.	Speaks in complete sentences some of the time with correct grammar some of the time.	Speaks in complete sentences with correct grammar rarely.

**Oral Presentation Rubric : Intermediate ESL 1,2  
(Team-Project Presentations)**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Team Participation	All members of the team say something meaningful and on topic.	Most members of the team say something meaningful and on topic.	Some members of the team say something meaningful and on topic	Only one member of the team speaks.
Time	Presentation as a whole is of appropriate length as indicated by the teacher.	Presentation as a whole is a bit long or short in length as indicated by the teacher.	Presentation as a whole is considerably too long in length as indicated by the teacher.	Presentation as a whole is considerably too short in length as indicated by the teacher.
Volume	All students (the audience) can hear all the time.	All students (the audience) can hear 75% of the time or more.	All students (the audience) can hear between 65% and 75% of the time or more.	Students (the audience) can't often hear speakers.
Presentation Skills	The team as a whole doesn't read presentation at all and makes eye contact.	The team as a whole doesn't read presentation too much and makes adequate eye contact.	The team as a whole mostly reads presentation and makes little eye contact.	The team as a whole reads presentation the entire time and makes no eye contact.
Content (Pronunciation & Grammar)	Always uses correct grammar and pronunciation is adequate for understanding.	Often uses correct grammar and pronunciation is adequate for understanding.	Sometimes uses correct grammar and pronunciation is adequate for understanding.	Rarely uses correct grammar and pronunciation is often not adequate for understanding.

**Oral Presentation Rubric : Intermediate ESL 3  
(Team-Project Presentations)**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Team Participation	All members of the team say something meaningful and on topic.	Most members of the team say something meaningful and on topic.	Some members of the team say something meaningful and on topic	Only one member of the team speaks.
Time	Presentation as a whole is of appropriate length as indicated by the teacher.	Presentation as a whole is a bit long or short in length as indicated by the teacher.	Presentation as a whole is considerably too long in length as indicated by the teacher.	Presentation as a whole is considerably too short in length as indicated by the teacher.
Volume	All students (the audience) can hear all the time.	All students (the audience) can hear 75% of the time or more.	All students (the audience) can hear between 65% and 75% of the time or more.	Students (the audience) can't often hear speakers.
Presentation Skills	The team as a whole doesn't read presentation at all and makes eye contact.	The team as a whole doesn't read presentation too much and makes adequate eye contact.	The team as a whole mostly reads presentation and makes little eye contact.	The team as a whole reads presentation the entire time and makes no eye contact.
Content (Pronunciation, Vocabulary & Grammar)	Always uses language appropriate for level and is easily understood.	Often uses language appropriate for level and is easily understood.	Sometimes uses language appropriate for level and is easily understood.	Rarely uses language appropriate for level and is not easily understood.

## Speaking Rubric : Beginning ESL 1 (Informal Observations)

Teacher Name: \_\_\_\_\_  
 Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Expresses Needs	Always expresses needs adequately.	Often expresses needs adequately.	Sometimes expresses needs adequately.	Rarely expresses needs adequately.
Vocabulary	Always communicates message with appropriate vocabulary.	Often communicates message with appropriate vocabulary.	Sometimes communicates message with appropriate vocabulary.	Rarely communicates message with appropriate vocabulary.
Speaks Clearly	Is always understood.	Is often understood.	Is sometimes understood.	Is rarely understood.
English Only	Always attempts to speak English during classroom activities.	Often attempts to speak English during classroom activities.	Sometimes attempts to speak English during classroom activities.	rarely attempts to speak English during classroom activities.

## Speaking Rubric : Beginning ESL 2,3 (Informal Observations)

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Asks and answers questions when there is a need.	Successfully asks for information and helps other students appropriately.	Attempts to ask for information and often helps other students appropriately.	Sometimes asks for information and sometimes helps other students	Rarely communicates with the teacher or other students.
Vocabulary	Always attempts to use new vocabulary when appropriate.	Often attempts to use new vocabulary when appropriate.	Sometimes attempts to use new vocabulary when appropriate.	Rarely attempts to use new vocabulary when appropriate.
Grammar	Always attempts to use 3rd person singular "s" when appropriate.	Often attempts to use 3rd person singular "s" when appropriate.	Sometimes attempts to use 3rd person singular "s" when appropriate.	Rarely if ever attempts to use 3rd person singular "s" when appropriate.
Speaks Clearly	Is always understood.	Is often understood.	Is sometimes understood.	Is rarely understood.
English Only	Always attempts to speak English during classroom activities.	Often attempts to speak English during classroom activities.	Sometimes attempts to speak English during classroom activities.	rarely attempts to speak English during classroom activities.



**Speaking Rubric : Intermediate 1,2,3  
(Informal Observations)**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Communicates ideas and thoughts	Successfully communicates ideas and thoughts with language and register appropriate for the occasion.	Often communicates ideas and thoughts with language and register appropriate for the occasion.	Sometimes communicates ideas and thoughts with language and register appropriate for the occasion.	Rarely attempts to communicate ideas and thoughts.
Grammar	When communicating, uses appropriate tense correctly most of the time	When communicating, often uses appropriate tense correctly.	When communicating, sometimes uses appropriate tense correctly.	When communicating, rarely uses appropriate tense correctly.
Speaks Clearly	Is always understood.	Is often understood.	Is sometimes understood.	Is rarely understood.
English Only	Always attempts to speak English during classroom activities.	Often attempts to speak English during classroom activities.	Sometimes attempts to speak English during classroom activities.	rarely attempts to speak English during classroom activities.

## Study Habits: All Levels

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Comes to Class	Most of the time comes to class and comes on time.	Most of the time comes to class but comes late.	Sometimes comes to class and comes on time.	Sometimes comes to class but comes late.
Pays Attention	Always pays attention to the teacher and other students and listens carefully.	Often pays attention to the teacher and other students and listens carefully.	Sometimes pays attention to the teacher and other students and listens carefully.	Rarely listens to the teacher or is disengaged.
Participates	Participates while in groups his/her appropriate share of the time.	Participates while in groups more than his/her appropriate share of the time.	Participates while in groups less than his/her appropriate share of the time.	Doesn't participate in groups or rarely speaks when in groups.
Homework	Often studies the lesson outside of class.	Sometimes studies the lesson outside of class.	Rarely studies the lesson outside of class.	Never studies the lesson outside of class.
Organizational Skills	Maintains a notebook, binder or other system with sections for areas such as vocabulary, grammar, etc.	Maintains a notebook, binder or other system that is not well organized.	Doesn't maintain a notebook, binder, or other system.	Loses papers, handouts, and other classroom materials.