

Grading Criteria for Skills Assessment in Language Courses at the 1000-2000 Levels

1004: *Self and Immediate Surroundings in the Present*

Goals: Student combines knowledge of simple functions of the language in the four skills. Student deals with concepts, texts, or topics and presents ideas in a coherent and fluent fashion pertaining to self and immediate surroundings. Student demonstrates good control of present-tense verb conjugations, agreement and mechanics. The four skill areas are evaluated as follows:

Listening Comprehension:

- A Student shows understanding by nearly always responding appropriately to the statements made.
- B Student shows understanding by frequently responding appropriately to the statements made.
- C Student shows understanding by occasionally responding appropriately to the statements made and may require repetition.
- D Student shows limited understanding by rarely responding appropriately to the statements made even with repetition.

Speaking:

- A Student fluently asks questions, and answers in sentences, with few errors in word choice or structure and meaning is always clear.
- B Student asks questions, and answers in sentences, but makes some errors in word choice or structure without obscuring meaning.
- C Student asks some questions, and answers in fragments and strings of words with frequent errors in word choice or structure and meaning may be obscured.
- D Student answers yes or no but can rarely ask questions or answer in sentences.

Reading Comprehension:

- A Student shows understanding of material read by nearly always responding appropriately.
- B Student shows understanding of material read by responding appropriately most of the time.
- C Student shows understanding of the material read by responding appropriately some of the time.
- D Student shows little understanding of the material read by failing to respond appropriately much of the time.

Writing:

- A Student produces simple descriptive and narrative sentences. Student uses vocabulary relevant to the topic and has few errors in conjugations, agreement, and mechanics and meaning is always clear.
- B Student produces simple descriptive and narrative sentences. Student makes some errors in conjugations, agreement and choice of words and register but meaning is not obscured.
- C Student shows some knowledge of material but repeats sentence structure or makes frequent errors in the use of verb forms, word choice or agreement and meaning may be obscured.
- D Student produces a simple string of words showing little coordination or cohesiveness and meaning is frequently obscured.

Grading Criteria for Skills Assessment in Language Courses at the 1000-2000 Levels

1014: Self and Surroundings Present With Some Reference to Past and Future

Goals: Student combines knowledge of simple functions of the language in the four skills. Student deals with concepts, texts, or topics and presents ideas in a coherent and fluent fashion about self and surroundings in the present with some reference to the past and future. Student demonstrates good control of present-tense verb conjugations, agreement and mechanics, and shows beginning control when referring to the past. The four skill areas are evaluated as follows:

Listening Comprehension:

- A Student shows understanding by nearly always responding appropriately to the statements made.
- B Student shows understanding by frequently responding appropriately to the statements made.
- C Student shows understanding by occasionally responding appropriately to the statements made and may require repetition.
- D Student shows little understanding by rarely responding appropriately to the statements made even with repetition.

Speaking:

- A Student fluently answers in sentences and asks questions using vocabulary relevant to the topic with few errors in word choice or grammar.
- B Student answers yes or no, asks questions, and answers in sentences, but makes some errors in word choice or grammar, but meaning is not obscured.
- C Student can answer yes or no, asks some questions, and answers in fragments and strings of words with frequent errors in word choice or grammar, and meaning may occasionally be obscured.
- D Student can answer yes or no but lacks knowledge of structures or vocabulary to accurately ask questions or answer in sentences.

Reading Comprehension:

- A Student shows understanding of material read at the paragraph level by nearly always responding appropriately.
- B Student shows understanding of material read at the paragraph level by responding appropriately most of the time.
- C Student shows understanding of the material read at the paragraph level by responding appropriately some of the time.
- D Student shows little understanding of the material read at the paragraph level by failing to respond appropriately much of the time.

Writing:

- A Student produces simple descriptive and narrative sentences at the paragraph level. Student uses vocabulary relevant to the topic and has few errors in verb tenses, agreement and mechanics.
- B Student produces simple descriptive and narrative sentences. Student makes occasional errors in conjugations, agreement, and in choice of words, but meaning is not obscured.
- C Student may not be able to produce simple descriptive and narrative sentences. Student repeats sentence structure or makes frequent errors in the use of word choice, verb forms, and agreements, but shows some knowledge of material.
- D Student produces a simple string of words showing little coordination or cohesiveness, and meaning is obscured.

Grading Criteria for Skills Assessment in Language Courses at the 1000-2000 Levels

2003: Self, Surroundings and World; Reactions, Preferences and Opinions

Goals: Student combines knowledge of simple and complex functions of the language in the four skills. Student deals with concepts, texts or topics with creative insights and presents his or her written and oral ideas in a coherent and fluent fashion. Student describes, compares, reacts, and recommends, narrates in the present and past, expresses preferences, and refers to the future. Students read from a variety of texts. The four skills areas are evaluated as follows:

Listening Comprehension:

- A Student shows understanding by nearly always identifying main ideas and details on a variety of topics.
- B Student shows understanding by frequently identifying main ideas on a variety of topics. Some details may be missed.
- C Student shows understanding of main ideas, but misses many of the details.
- D Student shows limited understanding of main ideas.

Speaking:

- A Student is able to initiate and lead a conversation on topics related not only to his or her life and interests, but also public events and issues. Student fluently asks questions and answers in sentences using vocabulary relevant to the topic and making few errors in word choice or structure and meaning is always clear.
- B Student is able to participate in a conversation on topics related not only to his or her life and interests, but also public events and issues. Student asks questions and answers in sentences using vocabulary relevant to the topic. Although student may make some errors in word choice or structure, meaning is not obscured.
- C Student is able to participate in a conversation on topics related not only to his or her life and interests, but also public events and issues. A student can answer yes or no, ask some questions, and answer in fragments and strings of words with frequent errors in word choice or structure. Meaning may be obscured.
- D Student can answer yes or no but cannot ask questions or answer in sentences on topics related not only to his or her life and interests, but also public events and issues.

Reading Comprehension:

- A Student shows understanding by nearly always identifying main ideas and details from the text.
- B Student shows understanding by frequently identifying main ideas on a variety of topics. Some details may be missed.
- C Student shows understanding of main ideas, but misses many of the details.
- D Student shows limited understanding of main ideas.

Writing

- A Student can generate coherent paragraphs containing descriptive and narrative sentences. Vocabulary choice is precise and new vocabulary and structures are used extensively. There are minimal errors in agreement, verb conjugations, and mechanics. The flow of ideas is logical and effective.
- B Student can generate extended sequences of descriptive and narrative sentences with occasional errors in agreement, verb conjugations, and mechanics. Use of new vocabulary and structures is adequate but not impressive. The flow of ideas is logical and effective.
- C Student displays some ability to handle the subject matter, but may not be able to generate more than a few simple descriptive and narrative sentences. Use of new vocabulary and structures is limited. There are errors in agreement and grammar. Word choice is at times incorrect causing meaning to be obscured. Ideas are loosely organized but the main point is not obscured.
- D Student produces a string of sentences showing little coordination or cohesiveness. Usage of new vocabulary and structures is limited, invented, or incorrect. There are many errors in agreement, verb conjugations, and mechanics.

Grading Criteria for Skills Assessment in Language Courses at the 1000-2000 Levels

2013: Self, Surroundings and World; Reactions, Preferences, Opinions, and Hypotheses

Goals: Student combines knowledge of simple and complex functions of the language in the four skills. Student deals with concepts, texts or topics with creative insights and presents his or her written and oral ideas in a coherent and fluent fashion. Student describes compares, reacts, recommends, and narrates in the present and past, expresses preferences, hypothesizes and refers to the future. Students read from a variety of texts. The four skills areas are evaluated as follows:

Listening Comprehension:

- A Student shows understanding by nearly always identifying main ideas and details on a variety of topics.
- B Student shows understanding by frequently identifying main ideas on a variety of topics. Some details may be missed.
- C Student shows understanding of main ideas, but misses many of the details.
- D Student shows limited understanding of main ideas.

Speaking:

- A Student is able to initiate and lead a conversation on topics related not only to his or her life and interests, but also public events and issues. Student fluently asks questions and answers in sentences using vocabulary relevant to the topic and making few errors in word choice or structure.
- B Student is able to participate in a conversation on topics related not only to his or her life and interests, but also public events and issues. Student asks questions and answers in sentences using vocabulary relevant to the topic. Although student may make some errors in word choice or structure, meaning is not obscured.
- C Student is able to participate in a conversation on topics related not only to his or her life and interests, but also public events and issues. A student can answer yes or no, ask some questions, and answer in fragments and strings of words with frequent errors in word choice or structure. Meaning may be obscured.
- D Student can answer yes or no but cannot ask questions or answer in sentences on topics related not only to his or her life and interests, but also public events and issues.

Reading Comprehension:

- A Student shows understanding by nearly always identifying main ideas and details from the text.
- B Student shows understanding by frequently identifying main ideas on a variety of topics. Some details may be missed.
- C Student shows understanding of main ideas, but misses many of the details.
- D Student shows limited understanding of main ideas.

Writing:

- A Student can generate coherent paragraphs containing descriptive and narrative sentences. Vocabulary choice is precise and new vocabulary and structures are used extensively. There are minimal errors in agreement, verb conjugations, and mechanics. The flow of ideas is logical and effective.
- B Student can generate extended sequences of descriptive and narrative sentences with occasional errors in agreement, verb conjugations, and mechanics. Use of new vocabulary and structures is adequate but not impressive. The flow of ideas is logical and effective.
- C Student displays some ability to handle the subject matter, but may not be able to generate more than a few simple descriptive and narrative sentences. Use of new vocabulary and structures is limited. There are errors in agreement and grammar. Word choice is at times incorrect causing meaning to be obscured. Ideas are loosely organized but the main point is not obscured.
- D Student produces a string of sentences showing little coordination or cohesiveness. Usage of new vocabulary and structures is limited, invented, or incorrect. There are many errors in agreement, verb conjugations, and mechanics.