

Name: _____

Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content			
Engaging title placed on a separate line at the beginning of the post.			
Interesting and informative: Blog post explains an idea that is interesting to read or teaches the audience about something.			
Separate paragraphs: Minimum of two paragraphs - one main idea in each paragraph			
Topic Sentences: Each paragraph contains a topic sentence that states the paragraph's main idea.			
Accomplishes purpose: Blog post contains enough explanation for the reader to understand the idea in the purpose statement of the blog.			
Vocabulary / Grammar			
Several vocabulary words relating to climate or energy.			
Synonyms or collocations used as cohesive devices.			
Appropriate level of formality for a blog post: Several examples of words that express the correct level of vocabulary.			
Correct grammar: Several future expressions from chapter are used correctly.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			
Total Score			

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the topic of climate or energy. Target audience can gain full understanding of the text.	Establishes clear purpose and uses the blog form successfully. Post vocabulary has an effective level of formality, and ideas are explained fully.	Ideas are organized into effective paragraphs using topic sentences. Synonyms and collocations are used effectively to connect ideas.	Sophisticated use of vocabulary and grammar. Uses a wide range of words connected to climate or energy and correct use of future expressions. Any errors occur in less common usages.
4	Almost all content is relevant to the topic of climate and energy. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the text.	Establishes clear purpose and mostly uses the blog form successfully. Post vocabulary has an appropriate level of formality, and most ideas are explained fully.	Ideas are organized into mostly effective paragraphs using topic sentences. Synonyms and collocations are used to connect ideas.	Good use of vocabulary and grammar. Uses a range of words connected to climate or energy and mostly correct use of future expressions. A few errors occur but do not cause misunderstanding of the text.
3	Most content is relevant to the topic of climate or energy, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the text.	Establishes purpose and uses the blog form correctly. Post vocabulary mostly shows appropriate level of formality. All ideas show some explanation.	Ideas are organized into paragraphs that use topic sentences. Some synonyms and collocations are used to connect ideas.	Average use of vocabulary and grammar. Uses a small range of words connected to climate or energy and some correct use of future expressions. Some errors occur but do not cause misunderstanding of the text.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the text.	Purpose is present and can be understood with difficulty. Blog form has some incorrect or missing elements. Some vocabulary is at an appropriate level of formality. Some ideas are explained.	Ideas are organized into paragraphs but may not use topic sentences. Few synonyms and collocations are used to connect ideas.	Developing use of vocabulary and grammar. Uses mostly everyday words for climate or energy. Little correct use of future expressions. Errors are present, and some cause misunderstanding of the text.
1	Considerable irrelevant details or incomplete content cause target audience to misunderstand most of the text.	Purpose cannot be understood clearly. Blog form has many incorrect or missing elements. Level of formality is not appropriate. Ideas present but not explained.	Ideas presented in a discernible order but not organized into paragraphs. Cohesive devices are not used.	Basic use of vocabulary and grammar. Uses simple words for climate or energy. No correct use of future expressions. Many errors cause misunderstanding of the text.
0	Content is not relevant to the topic of climate or energy. Target audience cannot understand the text.	Purpose not present. Writing form incorrect. Level of formality and depth of explanation not correct for writing task.	Ideas are presented with no discernible order or connection.	No functional use of vocabulary and grammar.

Name: _____

Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content			
Engaging title on a separate line at the beginning of the text.			
Separate paragraphs: Minimum of two paragraphs - one main idea in each paragraph.			
Topic Sentences: Each paragraph contains a topic sentence that states the paragraph's main idea.			
Accomplishes purpose: Writing contains enough explanation for the reader to understand the purpose of the text. The writer's opinion and attitude are clear.			
Vocabulary / Grammar			
Several vocabulary words relating to smart homes or technology.			
Cohesion carried out using related vocabulary.			
Appropriate level of formality for chosen text type and audience: Several examples of words and grammar that express the correct level of vocabulary.			
Several words and phrases to clearly communicate appropriate opinion and attitude for audience and purpose.			
Correct grammar: Several uses of inversion and causative have/get from chapter are used correctly.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			
Total Score			

Name: _____

Text type (circle one) Descriptive Narrative Informative Instructive Persuasive Rant			
Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content includes:			
Engaging title on a separate line at the beginning of the text.			
Correct text type features: Writing displays correct features for the text type chosen.			
Separate paragraphs: Paragraphs explain one main idea.			
Topic Sentences: Each paragraph contains a topic sentence that states the paragraph’s main idea.			
Accomplishes purpose: Writing contains enough explanation for the reader to understand the purpose of the text.			
Vocabulary/grammar includes:			
Several vocabulary words relating to smart homes or technology.			
Cohesion carried out using related vocabulary.			
Appropriate level of formality for chosen text type and audience: Several examples of vocabulary and grammar that express the correct level of formality.			
Correct grammar: Several uses of inversion and causative have/get from chapter are used correctly.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the chosen text type and technology topic. Target audience can gain full understanding of the text.	Establishes clear purpose and uses the text type successfully. Vocabulary has an effective level of formality and ideas are explained fully.	Ideas are organized into effective paragraphs using topic sentences. Vocabulary is used effectively to connect ideas.	Sophisticated use of chapter vocabulary and grammar. Uses a wide range of words and phrases connected to the text type and technology. Any errors occur in less common usages.
4	Almost all content is relevant to the chosen text type and technology topic. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the text.	Establishes clear purpose and mostly uses the text type successfully. Vocabulary has an appropriate level of formality, and most ideas are explained fully.	Ideas are organized into mostly effective paragraphs using topic sentences. Vocabulary is used to connect ideas.	Good use of chapter vocabulary and grammar. Uses a range of words and phrases connected to the text type and technology topic. A few errors occur but do not cause misunderstanding of the text.
3	Most content is relevant to the chosen text type and technology topic, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the text.	Establishes purpose and uses the text type correctly. Vocabulary mostly shows appropriate level of formality. All ideas show some explanation.	Ideas are organized into paragraphs that use topic sentences. Some vocabulary is used to connect ideas.	Developing use of chapter vocabulary and grammar. Uses mostly everyday words and phrases for text type and technology topic. Errors are present, and some cause misunderstanding of the text.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the text.	Purpose is present and can be understood with difficulty. Text type has some incorrect or missing elements. Some vocabulary is at an appropriate level of formality. Some ideas are explained.	Ideas are organized into paragraphs but may not use topic sentences. Little vocabulary is used to connect ideas.	Developing use of vocabulary and grammar. Uses mostly everyday words for text type and technology topic. Little correct use of future expressions. Errors are present, and some cause misunderstanding of the text.
1	Considerable number of irrelevant details or incomplete content causes target audience to misunderstand most of the text.	Purpose cannot be understood clearly. Text type has many incorrect or missing elements. Level of formality is not appropriate. Ideas present but not explained.	Ideas presented in a discernible order but not organized into paragraphs. Cohesive devices are not used.	Basic use of chapter vocabulary and grammar. Uses simple words for text type and technology topic. Many errors cause misunderstanding of the text.
0	Content is not relevant to the chosen text type and technology topic. Target audience cannot understand the text.	Purpose not present. Text type unclear or incorrect. Level of formality and depth of explanation not correct for writing task.	Ideas are presented with no discernible order or connection.	No functional use of chapter vocabulary and grammar.

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the chosen text type and technology topic. Target audience can gain full understanding of the text.	Establishes clear purpose and uses the text type successfully. Vocabulary has an effective level of formality and ideas are explained ideas fully.	Ideas are organized into effective paragraphs using topic sentences. Vocabulary is used effectively to connect ideas.	Sophisticated use of vocabulary and grammar. Uses a wide range of words and phrases connected to the text type and technology. Any errors occur in less common usages.
4	Almost all content is relevant to the chosen text type and technology topic. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the text.	Establishes clear purpose and mostly uses the text type successfully. Vocabulary has an appropriate level of formality, and most ideas are explained fully.	Ideas are organized into mostly effective paragraphs using topic sentences. Vocabulary is used to connect ideas.	Good use of vocabulary and grammar. Uses a range of words and phrases connected to the text type and technology topic. A few errors occur but do not cause misunderstanding of the text.
3	Most content is relevant to the chosen text type and technology topic, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the text.	Establishes purpose and uses the text type correctly. Vocabulary mostly shows appropriate level of formality. All ideas show some explanation.	Ideas are organized into paragraphs that use topic sentences. Some vocabulary is used to connect ideas.	Average use of vocabulary and grammar. Uses a small range of words and phrases connected to text type and technology topic. Some errors occur but do not cause misunderstanding of the text.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the text.	Purpose is present and can be understood with difficulty. Text type has some incorrect or missing elements. Some vocabulary is at an appropriate level of formality. Some ideas are explained.	Ideas are organized into paragraphs but may not use topic sentences. Little vocabulary is used to connect ideas.	Developing use of vocabulary and grammar. Uses mostly everyday words and phrases for text type and technology topic. Errors are present, and some cause misunderstanding of the text.
1	Considerable number of irrelevant details or incomplete content causes target audience to misunderstand most of the text.	Purpose cannot be understood clearly. Text type has many incorrect or missing elements. Level of formality is not appropriate. Ideas present but not explained.	Ideas presented in a discernible order, but not organized into paragraphs. Cohesive devices are not used.	Basic use of vocabulary and grammar. Uses simple words for text type and technology topic. Many errors cause misunderstanding of the text.
0	Content is not relevant to the chosen text type and technology topic. Target audience cannot understand the text.	Purpose not present. Text type unclear or incorrect. Level of formality and depth of explanation not correct for writing task.	Ideas are presented with no discernable order or connection.	No functional use of vocabulary and grammar.

Name: _____

Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content			
Engaging title placed on a separate line at the beginning of the report.			
Correct layout: Includes each of the following -			
Introduction states the background and purpose of the report.			
Body paragraphs are labeled with subheadings that present findings, reasons, and results.			
Conclusions/recommendations summarize findings, give reasoning for recommendations, and suggest future actions.			
Separate paragraphs: Each paragraph explains one main idea.			
Topic Sentences: Each paragraph contains a topic sentence that states the paragraph's main idea.			
Vocabulary / Grammar			
Several high-level vocabulary words relating to the topic of the report.			
Appropriate functional vocabulary to express cause and effect.			
Neutral to formal level of formality: Use of vocabulary words, personal pronouns, and contractions reflect a consistent level of formality.			
Standard reporting phrases, including passive forms.			
Correct use of reference words to avoid repetition.			
Correct grammar: Several uses of reporting in the passive are used correctly.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			
Total Score			

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the purpose. Target audience can gain full understanding of the report.	Establishes clear purpose and uses report form correctly. Level of formality and depth of explanation effective for target audience.	Includes effective intro, body, and conclusion sections. Headings clearly separate sections. Paragraphs include clear topic sentences and effective explanation of one main idea. Cohesive devices used effectively. Effective use of cause and effect language to show logical flow of ideas.	Sophisticated use of chapter vocabulary and grammar. Effectively uses a wide range of words and sentence structures, including standard reporting phrases, reporting in the passive, and reference words. Any errors occur in less common usages.
4	Almost all content is relevant to the purpose. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the report.	Establishes clear purpose and mostly uses report form correctly. Level of formality and depth of explanation appropriate for target audience.	Includes mostly effective intro, body, and conclusion sections. Headings separate sections. Paragraphs include solid topic sentences and sufficient explanation of one main idea. Cohesive devices used appropriately. Adequate use of cause and effect language to show logical flow of ideas.	Good use of chapter vocabulary and grammar. Uses a range of words and sentence structures, including standard reporting phrases, reporting in the passive, and reference words. Some errors occur in less common usages.
3	Most content is relevant, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the report.	Establishes purpose and uses correct form. Level of formality and depth of explanation for target audience may lapse in places.	Includes correct intro, body, and conclusion sections. Some headings used to separate sections. Paragraphs include a topic sentence and some explanation of one main idea. Some cohesive devices are present. Some use of cause and effect language to show logical flow of ideas.	Average use of chapter vocabulary and grammar. Uses a small range of words and sentence structures, including some standard reporting phrases, reporting in the passive, and reference words. Some errors occur but do not cause misunderstanding of the report.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the report.	Purpose is present and can be understood with difficulty. Report form has some incorrect or missing elements. Level of formality and depth of explanation for target audience lapse in many places.	Includes mostly correct intro, body, and conclusion sections. Headings to separate sections may be incomplete or missing. Some paragraphs include a topic sentence and explanation of one main idea. Cohesive devices are missing or inconsistent. Little use of cause and effect language to show logical flow of ideas.	Developing use of chapter vocabulary and grammar. Uses mostly everyday words and simple sentence structures. May show incorrect use of standard reporting phrases, reporting in the passive, and reference words. Errors are present, and some cause misunderstanding of the report.
1	Considerable irrelevant details or incomplete content cause target audience to misunderstand most of the report.	Purpose cannot be understood clearly. Report form has many incorrect or missing elements. Level of formality and depth of explanation not appropriate for target audience.	Intro, body, and conclusion format incorrect. Headings not used to separate sections. Paragraphs lack topic sentences or focus on one main idea. Cohesive devices not used. No use of cause and effect language to show logical flow of ideas.	Basic use of chapter vocabulary and grammar. Uses simple words and sentence structures. Standard reporting phrases, reporting in the passive, and reference words are missing. Many errors cause misunderstanding of the report.
0	Content is not relevant to the purpose. Target audience cannot understand the report.	Purpose not present. Report form incorrect. Level of formality and depth of explanation not correct for writing task.	Ideas are presented with no discernable order or connection.	No functional use of chapter vocabulary and grammar.

Name: _____

Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content			
Engaging title placed on a separate line at the beginning of the report.			
Correct layout: Includes each of the following -			
Introduction states the background and purpose of the report.			
Body paragraphs are labeled with subheadings that present findings, reasons, and results.			
Conclusions/recommendations summarize findings, give reasoning for recommendations, and suggest future actions.			
Separate paragraphs: Each paragraph develops one main idea.			
Topic Sentences: Each paragraph contains a topic sentence that states the paragraph's main idea.			
Vocabulary / Grammar			
Several high-level vocabulary words relating to the medical process in the visual.			
Appropriate language to refer to the visual(s) in the report.			
Appropriate classifying language to describe the steps in the process described in the visual.			
Neutral to formal level of formality: Use of vocabulary words, personal pronouns, and contractions reflect a consistent level of formality.			
Standard reporting phrases, including passive forms.			
Some less common prepositions are used correctly.			
Correct grammar: Several uses of time and condition clauses are used correctly.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			
Total Score			

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the purpose. Target audience can gain full understanding of the report.	Establishes clear purpose and uses report form correctly. Level of formality and depth of explanation effective for target audience.	Includes effective intro, body, and conclusion sections. Headings clearly separate sections. Paragraphs include clear topic sentences and effective explanation of one main idea. Classifying and sequencing language used effectively.	Sophisticated use of chapter vocabulary and grammar. Effectively uses a wide range of words and sentence structures, including standard reporting phrases, less common prepositions, and time and condition clauses. Any errors occur in less common usages.
4	Almost all content is relevant to the purpose. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the report.	Establishes clear purpose and mostly uses report form correctly. Level of formality and depth of explanation appropriate for target audience.	Includes mostly effective intro, body, and conclusion sections. Headings separate sections. Paragraphs include solid topic sentences and sufficient explanation of one main idea. Sequencing and classifying language used appropriately.	Good use of chapter vocabulary and grammar. Uses a range of words and sentence structures, including standard reporting phrases, less common prepositions, and time and condition clauses. Some errors occur in less common usages.
3	Most content is relevant, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the report.	Establishes purpose and uses correct form. Level of formality and depth of explanation for target audience may lapse in places.	Includes correct intro, body, and conclusion sections. Some headings used to separate sections. Paragraphs include a topic sentence and some explanation of one main idea. Some classifying and sequencing is used.	Average use of chapter vocabulary and grammar. Uses a small range of words and sentence structures, including some standard reporting phrases, less common prepositions, and time and condition clauses. Some errors occur but do not cause misunderstanding of the report.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the report.	Purpose is present and can be understood with difficulty. Report form has some incorrect or missing elements. Level of formality and depth of explanation for target audience lapse in many places.	Includes mostly correct intro, body, and conclusion sections. Headings to separate sections may be incomplete or missing. Some paragraphs include a topic sentence and explanation of one main idea. Classifying and sequencing language is missing or inconsistent.	Developing use of chapter vocabulary and grammar. Uses mostly everyday words and simple sentence structures. May show incorrect use of standard reporting phrases, less common prepositions, and time and condition clauses. Errors are present, and some cause misunderstanding of the report.
1	Considerable irrelevant details or incomplete content cause target audience to misunderstand most of the report.	Purpose cannot be understood clearly. Report form has many incorrect or missing elements. Level of formality and depth of explanation not appropriate for target audience.	Intro, body, and conclusion format incorrect. Headings not used to separate sections. Paragraphs lack topic sentences or focus on one main idea. Classifying and sequencing language not used.	Basic use of chapter vocabulary and grammar. Uses simple words and sentence structures. Standard reporting phrases, less common prepositions, and time and condition clauses are missing. Many errors cause misunderstanding of the report.
0	Content is not relevant to the purpose. Target audience cannot understand the report.	Purpose not present. Report form incorrect. Level of formality and depth of explanation not correct for writing task.	Ideas are presented with no discernable order or connection.	No functional use of chapter vocabulary and grammar.

Name: _____

Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content			
Engaging title placed on a separate line at the beginning of the review.			
Correct layout: Includes each of the following sections -			
Introduction states basic information about the piece or event to be reviewed.			
Body description gives detailed description of the piece or event with no opinion.			
Body opinion explains the positive and negative elements with examples to support the opinions.			
Conclusions/recommendations explain the writer’s overall judgment about the piece or event and gives a recommendation.			
Separate paragraphs: Paragraphs contain one main idea.			
Topic Sentences: Each paragraph contains a topic sentence that states the paragraph’s main idea.			
Vocabulary / Grammar			
Several high-level vocabulary words relating to the genre of the piece or event being reviewed.			
Several words to describe sensory details.			
Standard reporting phrases relating to reviews.			
Some use of phrases and intensifiers to show comparison and contrast.			
Tense agreement to achieve cohesion.			
Correct grammar: Includes correct examples of relative clauses using quantifiers and coordinating relative clauses.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			
Total Score			

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the purpose. Target audience can gain full understanding of the review.	Establishes clear purpose and uses review form correctly. Level of formality and depth of explanation effective for target audience.	Includes effective intro, description, opinion, and conclusion/recommendation sections. Paragraphs include clear topic sentences and effective explanation of one main idea. Effective use of tense agreement to achieve cohesion.	Sophisticated use of chapter vocabulary and grammar. Effectively uses a wide range of words and sentence structures, including standard review phrases, words describing sensory details, relative clauses from chapter, and phrases showing compare/contrast. Any errors occur in less common usages.
4	Almost all content is relevant to the purpose. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the review.	Establishes clear purpose and mostly uses review form correctly. Level of formality and depth of explanation appropriate for target audience.	Includes mostly effective intro, description, opinion, and conclusion/recommendation sections. Paragraphs include solid topic sentences and sufficient explanation of one main idea. Mostly effective use of tense agreement to achieve cohesion.	Good use of chapter vocabulary and grammar. Uses a range of words and sentence structures, including standard review phrases, words describing sensory details, relative clauses from chapter, and phrases showing compare/contrast. Some errors occur in less common usage.
3	Most content is relevant, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the review.	Establishes purpose and uses correct form. Level of formality and depth of explanation for target audience may lapse in places.	Includes correct intro, description, opinion, and conclusion/recommendation sections. Paragraphs include topic sentences and some explanation of one main idea. Some use of tense agreement to achieve cohesion.	Average use of chapter vocabulary and grammar. Uses a small range of words and sentence structures, words describing sensory details, some use of relative clauses from chapter, and phrases showing compare/contrast. Some errors occur but do not cause misunderstanding of the review.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the review.	Purpose is present and can be understood with difficulty. Review form has some incorrect or missing elements. Level of formality and depth of explanation for target audience lapse in many places.	Includes mostly correct intro, description, opinion, and conclusion/recommendation sections. Some paragraphs include a topic sentence and explanation of one main idea. Little use of tense agreement to achieve cohesion.	Developing use of chapter vocabulary and grammar. Uses mostly everyday words and simple sentence structures. May show incorrect use of standard review phrases, words describing sensory details, relative clauses from chapter, and phrases showing compare/contrast. Errors are present, and some cause misunderstanding of the review.
1	Considerable irrelevant details or incomplete content cause target audience to misunderstand most of the review.	Purpose cannot be understood clearly. Review form has many incorrect or missing elements. Level of formality and depth of explanation not appropriate for target audience.	Intro, description, opinion, and conclusion/recommendation format incorrect. Paragraphs lack topic sentences or focus on one main idea. Poor use of tense agreement and poor cohesion achieved.	Basic use of chapter vocabulary and grammar. Uses simple words and sentence structures. Standard review phrases, words describing sensory details, relative clauses from chapter, and phrases showing compare/contrast are missing. Many errors cause misunderstanding of the review.
0	Content is not relevant to the purpose. Target audience cannot understand the review.	Purpose not present. Review form incorrect. Level of formality and depth of explanation not correct for writing task.	Ideas are presented with no discernable order or connection. No tense agreement.	No functional use of chapter vocabulary and grammar.

Name: _____

Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content includes:			
Correct layout: Includes each of the following -			
Greeting greets the recipient with appropriate level of formality, including recipient's title.			
Beginning states the reason for the correspondence (e.g., application is complete or hoping to be accepted).			
Middle explains reason for choosing this college/university and what student hopes to achieve there.			
End references application materials, refers to future contact, includes appropriate closing and signature.			
Separate paragraphs: Each paragraph contains one main idea.			
Vocabulary/grammar includes:			
Several correctly-used vocabulary words relating to the content of the application letter.			
Standard correspondence phrases with appropriate level of formality.			
Achieves the correct tone to suit the target audience with appropriate vocabulary and grammar.			
Correct grammar: Includes correct use of uncountable nouns.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			
Total Score			

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the purpose. Target audience can gain full understanding of the letter.	Establishes clear purpose and uses letter form correctly. Level of formality, tone, and depth of explanation effective for target audience.	Includes effective greeting, beginning, middle, and end sections. Paragraphs include effective explanation of one main idea.	Sophisticated use of chapter vocabulary and grammar. Effectively uses a wide range of words and sentence structures, including correct use of standard application letter phrases and uncountable nouns. Any errors occur in less common usages.
4	Almost all content is relevant to the purpose. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the letter.	Establishes clear purpose and mostly uses letter form correctly. Level of formality, tone, and depth of explanation appropriate for target audience.	Includes mostly effective greeting, beginning, middle, and end sections. Paragraphs include sufficient explanation of one main idea.	Good use of chapter vocabulary and grammar. Uses a range of words and sentence structures. Most standard application letter phrases and uncountable nouns used correctly. Some errors occur in less common usage.
3	Most content is relevant, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the letter.	Establishes purpose and uses correct form. Level of formality, tone, and depth of explanation for target audience may lapse in places.	Includes correct greeting, beginning, middle, and end sections. Paragraphs include some explanation of one main idea.	Average use of chapter vocabulary and grammar. Uses a small range of words and sentence structures. Some standard correspondence phrases and uncountable nouns used correctly. Some errors occur but do not cause misunderstanding of the email.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the letter.	Purpose is present and can be understood with difficulty. Letter form has some incorrect or missing elements. Level of formality, tone, and depth of explanation for target audience lapse in many places.	Includes mostly correct greeting, beginning, middle, and end sections. Some paragraphs include explanation of one main idea.	Developing use of chapter vocabulary and grammar. Uses mostly everyday words and simple sentence structures. May show few or incorrect use of standard application letter phrases and uncountable nouns. Errors are present, and some cause misunderstanding of the letter.
1	Considerable irrelevant details or incomplete content cause target audience to misunderstand most of the letter.	Purpose cannot be understood clearly. Letter form has many incorrect or missing elements. Level of formality, tone, and depth of explanation not appropriate for target audience.	Greeting, beginning, middle, and end format incorrect. Paragraphs lack focus on one main idea.	Basic use of chapter vocabulary and grammar. Uses simple words and sentence structures. Standard application letter phrases and uncountable nouns are incorrect or missing. Many errors cause misunderstanding of the letter.
0	Content is not relevant to the purpose. Target audience cannot understand the letter.	Purpose not present. Letter form incorrect. Level of formality, tone, and depth of explanation not correct for writing task.	Ideas are presented with no discernable order or connection.	No functional use of chapter vocabulary, standard phrases, or grammar.

Name: _____

Requirements	Yes (2 pts)	Partial (1 pt)	No (0 pts)
Content			
Subject line briefly describes the purpose of the email.			
Correct layout: Includes each of the following sections -			
Greeting greets the recipient with appropriate level of formality.			
Beginning states the reason for the correspondence.			
Middle explains the information the sender wants to communicate (e.g., answers a previous question, makes a request, or offers a suggestion).			
End suggests next steps if any, includes closing with appropriate level of formality.			
Separate paragraphs: Each paragraph contains one main idea.			
Vocabulary / Grammar			
Several correctly-used vocabulary words relating to the content of the email message.			
Standard correspondence phrases with appropriate level of formality.			
Achieves the correct tone to suit the target audience with appropriate vocabulary and grammar.			
Correct grammar: Includes correct use of uncountable nouns.			
Correct punctuation: Sentences are correctly punctuated.			
Column Totals			
Total Score			

Name: _____

Scoring Level	Relevant Content	Accomplishes Purpose for Target Audience	Effective Organization	Correct Use of Language
5	All content is relevant to the purpose. Target audience can gain full understanding of the email.	Establishes clear purpose and uses email form correctly. Level of formality, tone, and depth of explanation effective for target audience.	Includes effective greeting, beginning, middle, and end sections. Paragraphs include effective explanation of one main idea.	Sophisticated use of chapter vocabulary and grammar. Effectively uses a wide range of words and sentence structures, including correct use of standard correspondence phrases and uncountable nouns. Any errors occur in less common usages.
4	Almost all content is relevant to the purpose. A few irrelevant details or gaps in content present, but target audience can gain good understanding of the email.	Establishes clear purpose and mostly uses email form correctly. Level of formality, tone, and depth of explanation appropriate for target audience.	Includes mostly effective greeting, beginning, middle, and end sections. Paragraphs include sufficient explanation of one main idea.	Good use of chapter vocabulary and grammar. Uses a range of words and sentence structures. Most standard correspondence phrases and uncountable nouns used correctly. Some errors occur in less common usage.
3	Most content is relevant, but some details may be irrelevant or incomplete. Target audience can gain some understanding but may misunderstand parts of the email.	Establishes purpose and uses correct form. Level of formality, tone, and depth of explanation for target audience may lapse in places.	Includes correct greeting, beginning, middle, and end sections. Paragraphs include some explanation of one main idea.	Average use of chapter vocabulary and grammar. Uses a small range of words and sentence structures. Some standard correspondence phrases and uncountable nouns used correctly. Some errors occur but do not cause misunderstanding of the email.
2	Some irrelevant details and gaps in information cause target audience to misunderstand parts of the email.	Purpose is present and can be understood with difficulty. Email form has some incorrect or missing elements. Level of formality, tone, and depth of explanation for target audience lapse in many places.	Includes mostly correct greeting, beginning, middle, and end sections. Some paragraphs include explanation of one main idea.	Developing use of chapter vocabulary and grammar. Uses mostly everyday words and simple sentence structures. May show few or incorrect use of standard correspondence phrases and uncountable nouns. Errors are present, and some cause misunderstanding of the email.
1	Considerable irrelevant details or incomplete content cause target audience to misunderstand most of the email.	Purpose cannot be understood clearly. Email form has many incorrect or missing elements. Level of formality, tone, and depth of explanation not appropriate for target audience.	Greeting, beginning, middle, and end format incorrect. Paragraphs lack focus on one main idea.	Basic use of chapter vocabulary and grammar. Uses simple words and sentence structures. Standard correspondence phrases and uncountable nouns are incorrect or missing. Many errors cause misunderstanding of the email.
0	Content is not relevant to the purpose. Target audience cannot understand the email.	Purpose not present. Email form incorrect. Level of formality, tone, and depth of explanation not correct for writing task.	Ideas are presented with no discernable order or connection.	No functional use of chapter vocabulary, standard phrases, or grammar.

Final Vocabulary Activity Rubric

Name: _____ / _____ Final Score _____ / _____

Speaking criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1	SCORE /5
<p>Vocabulary <i>How well can I use current and past vocabulary?</i></p>	<ul style="list-style-type: none"> Obvious growth on the final attempt with increased use of vocabulary from this chapter. 	<ul style="list-style-type: none"> Apparent growth noted on the final attempt with increased use of vocabulary from this chapter. 	<ul style="list-style-type: none"> Average growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> Minimal growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> No growth or attempt noted on the final attempt with the use of vocabulary from this chapter 	
<p>Comprehensibility <i>How well can I communicate my thoughts and ideas?</i></p>	<ul style="list-style-type: none"> I can easily be understood. No hesitations 	<ul style="list-style-type: none"> I can be understood. Minimal hesitations 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitations 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitations 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable amount of hesitation 	
<p>Pronunciation <i>How well am I understood?</i></p>	<ul style="list-style-type: none"> Enhances communication Pronunciation mimics native sounds/phonetics 	<ul style="list-style-type: none"> Rarely prevents communication Mostly mimics native sounds/phonetics 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language 	<ul style="list-style-type: none"> Prevents communication Pronunciation consistently resembles native language 	
Teacher comments:						

Final Vocabulary Activity Rubric

Name: _____

Final Score ____/____

Speaking criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1	SCORE /5
Vocabulary <i>How well can I use current and past vocabulary?</i>	<ul style="list-style-type: none"> Obvious growth on the final attempt with increased use of vocabulary from this chapter. 	<ul style="list-style-type: none"> Apparent growth noted on the final attempt with increased use of vocabulary from this chapter. 	<ul style="list-style-type: none"> Average growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> Minimal growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> No growth or attempt noted on the final attempt with the use of vocabulary from this chapter 	
Comprehensibility <i>How well can I communicate my thoughts and ideas?</i>	<ul style="list-style-type: none"> I can easily be understood. No hesitations 	<ul style="list-style-type: none"> I can be understood. Minimal hesitations 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitations 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitations 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable amount of hesitation 	
Pronunciation <i>How well am I understood?</i>	<ul style="list-style-type: none"> Enhances communication Pronunciation mimics native sounds/phonetics 	<ul style="list-style-type: none"> Rarely prevents communication Mostly mimics native sounds/phonetics 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language 	<ul style="list-style-type: none"> Prevents communication Pronunciation consistently resembles native language 	
Teacher comments:						



Final Vocabulary Activity Rubric

Name: _____

Final Score ____/____

Speaking criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1	SCORE /5
Vocabulary <i>How well can I use current and past vocabulary?</i>	<ul style="list-style-type: none"> Obvious growth on the final attempt with increased use of vocabulary from this chapter. 	<ul style="list-style-type: none"> Apparent growth noted on the final attempt with increased use of vocabulary from this chapter. 	<ul style="list-style-type: none"> Average growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> Minimal growth noted on the final attempt with the use of vocabulary from this chapter 	<ul style="list-style-type: none"> No growth or attempt noted on the final attempt with the use of vocabulary from this chapter 	
Comprehensibility <i>How well can I communicate my thoughts and ideas?</i>	<ul style="list-style-type: none"> I can easily be understood. No hesitations 	<ul style="list-style-type: none"> I can be understood. Minimal hesitations 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitations 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitations 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable amount of hesitation 	
Pronunciation <i>How well am I understood?</i>	<ul style="list-style-type: none"> Enhances communication Pronunciation mimics native sounds/phonetics 	<ul style="list-style-type: none"> Rarely prevents communication Mostly mimics native sounds/phonetics 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language 	<ul style="list-style-type: none"> Prevents communication Pronunciation consistently resembles native language 	
Teacher comments:						

Formal Speaking Rubric

Topic: _____

Name: _____

	Exemplary (Refined) Points	Proficient (Accomplished) Points	Progressing (Developing) Points	Not Meeting Standards (Beginning) Points
Grammar	Excellent use of verb tenses, word order, subject-verb agreement, adjective agreement, articles.	Very few errors in use of verb tenses, word order, subject-verb agreement, adjective agreement, articles.	Several errors in verb tenses, word order, subject-verb agreement, adjective agreement, articles.	Many errors in verb tenses, word order, subject-verb agreement, adjective agreement, articles.
Vocabulary	Uses appropriate vocabulary. Always expands thoughts with details. Accurate and rich word choice.	Generally uses appropriate vocabulary. Often expands thoughts with details. Generally uses rich word choice.	Few vocabulary words used. Few expanded thoughts. Lacking rich language. Word choice is confused.	Lacking expanded vocabulary. Meaning is often confused.
Pronunciation	Excellent pronunciation with very few if any errors. Authentic accent.	Good pronunciation with a few errors. Good effort.	Average pronunciation with several errors. Ok effort.	No effort to pronounce words correctly or very poor pronunciation.
Fluidity	Minimal hesitation; flows well. Strong evidence of preparation. Very polished presentation.	Some hesitation; generally flows well. Evidence of preparation. Polished presentation.	Frequent hesitation; adequately flows. Some evidence of preparation. Shows signs of needing more practice.	Non-communicative; lacking in flow. Minimal evidence of preparation. Presentation lacked practice.
Comprehension	Completely comprehensible. Appropriate language used to clearly convey main idea.	Comprehensible. Few errors made, but do not interfere with comprehension.	Somewhat incomprehensible. Language distorted. Inappropriate vocabulary obscures messages at times. Uses some native language.	Incomprehensible. Vocabulary usage errors block understanding. Uses native language.
Content	Fully addresses and completes the task. Topic is well-developed and interesting to the listener.	Appropriately addresses and completes the task. Topic is nicely developed and interesting to the listener.	Addresses and completes the task. Topic is developed and somewhat interesting to the listener.	Partially addresses and/or completes the task. Topic is somewhat developed and of minimal interest to the listener.

Comments:

Total Points _____

Topic: _____

Name: _____

Total Points: ____ / 20

Speaking criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1
Vocabulary <i>How well can I use current and past vocabulary?</i>	<ul style="list-style-type: none"> I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate expressions. 	<ul style="list-style-type: none"> I consistently use words /expressions to communicate ideas on a wide range of topics. I can use expanded vocabulary within a topic. 	<ul style="list-style-type: none"> I can use a variety of words and phrases on a range of familiar topics. I can give more details and elaborate on a topic. 	<ul style="list-style-type: none"> I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little. 	<ul style="list-style-type: none"> I can use limited words/phrases for common objects/actions. My vocabulary is repetitive.
Comprehensibility <i>How well can I communicate my thoughts and ideas?</i>	<ul style="list-style-type: none"> I can easily be understood. Limited or no hesitation 	<ul style="list-style-type: none"> I can be understood. Minimal hesitation 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitation 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitation 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable hesitations
Language Control <i>How well do I use the language?</i>	<ul style="list-style-type: none"> I make minimal or no errors in grammar / word order that prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order do not prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order sometimes prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order often prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order prevent communication.
Pronunciation <i>How well am I understood?</i>	<ul style="list-style-type: none"> Enhances communication Authentic native English accent 	<ul style="list-style-type: none"> Rarely prevents communication Pronunciation resembles native English speaker 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language 	<ul style="list-style-type: none"> Prevents communication Pronunciation consistently resembles native language
Teacher comments:					



Topic: _____

Name: _____

Total Points: ____ / 20

Speaking criteria	Advanced 5	Intermediate High 4	Intermediate 3	Intermediate Low 2	Novice 1
Vocabulary <i>How well can I use current and past vocabulary?</i>	<ul style="list-style-type: none"> I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate expressions. 	<ul style="list-style-type: none"> I consistently use words /expressions to communicate ideas on a wide range of topics. I can use expanded vocabulary within a topic. 	<ul style="list-style-type: none"> I can use a variety of words and phrases on a range of familiar topics. I can give more details and elaborate on a topic. 	<ul style="list-style-type: none"> I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little. 	<ul style="list-style-type: none"> I can use limited words/phrases for common objects/actions. My vocabulary is repetitive.
Comprehensibility <i>How well can I communicate my thoughts and ideas?</i>	<ul style="list-style-type: none"> I can easily be understood. Limited or no hesitation 	<ul style="list-style-type: none"> I can be understood. Minimal hesitation 	<ul style="list-style-type: none"> I can mostly be understood. Some hesitation 	<ul style="list-style-type: none"> I can be understood with difficulty. Frequent hesitation 	<ul style="list-style-type: none"> I can be understood only with great effort. Unacceptable hesitations
Language Control <i>How well do I use the language?</i>	<ul style="list-style-type: none"> I make minimal or no errors in grammar / word order that prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order do not prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order sometimes prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order often prevent communication. 	<ul style="list-style-type: none"> My errors in grammar and word order prevent communication.
Pronunciation <i>How well am I understood?</i>	<ul style="list-style-type: none"> Enhances communication Authentic native English accent 	<ul style="list-style-type: none"> Rarely prevents communication Pronunciation resembles native English speaker 	<ul style="list-style-type: none"> Occasionally prevents communication Pronunciation sometimes resembles native language 	<ul style="list-style-type: none"> Frequently prevents communication Pronunciation often resembles native language 	<ul style="list-style-type: none"> Prevents communication Pronunciation consistently resembles native language
Teacher comments:					

Presentation/Speaking Rubric

Name: _____

Total Points: _____

	Exemplary	Proficient	Progressing	Not Meeting Standards
Task Completion	Superior completion of the task, content appropriate, message was understood	Adequate completion of the task, content appropriate, message was mostly understood	Basic completion of the task, content mostly appropriate, message was somewhat confusing	Minimal completion of the task, content unrelated to task and/or overall message was incomprehensible
Fluidity and Practice	Speech was fluid, practiced and polished	Speech was fluid with only a minor stumble	Speech was a little choppy	Speech was on the fly/lots of pauses
Pronunciation	Good effort to simulate native intonation and pronunciation	Pronunciation and intonation do not interfere with comprehension	Pronunciation and intonation impair comprehension	No attempt to simulate native intonation and pronunciation
Variety/Grammar	Superior elaboration of the topic and/or attempt to use new, more complex language in context	Adequate elaboration of the topic and/or attempt to use new language in context	Basic elaboration of the topic and/or attempt to use new language but out of context	Minimal elaboration of the topic and/or minimal or no attempt to use new language



Presentation/Speaking Rubric

Name: _____

Total Points: _____

	Exemplary	Proficient	Progressing	Not Meeting Standards
Task Completion	Superior completion of the task, content appropriate, message was understood	Adequate completion of the task, content appropriate, message was mostly understood	Basic completion of the task, content mostly appropriate, message was somewhat confusing	Minimal completion of the task, content unrelated to task and/or overall message was incomprehensible
Fluidity and Practice	Speech was fluid, practiced and polished	Speech was fluid with only a minor stumble	Speech was a little choppy	Speech was on the fly/lots of pauses
Pronunciation	Good effort to simulate native intonation and pronunciation	Pronunciation and intonation do not interfere with comprehension	Pronunciation and intonation impair comprehension	No attempt to simulate native intonation and pronunciation
Variety/Grammar	Superior elaboration of the topic and/or attempt to use new, more complex language in context	Adequate elaboration of the topic and/or attempt to use new language in context	Basic elaboration of the topic and/or attempt to use new language but out of context	Minimal elaboration of the topic and/or minimal or no attempt to use new language

Presentation/Speaking Rubric

Name: _____

Total Points: _____

	Exemplary	Proficient	Progressing	Not Meeting Standards
Task Completion	Superior completion of the task, content appropriate, message was understood	Adequate completion of the task, content appropriate, message was mostly understood	Basic completion of the task, content mostly appropriate, message was somewhat confusing	Minimal completion of the task, content unrelated to task and/or overall message was incomprehensible
Fluidity and Practice	Speech was fluid, practiced and polished	Speech was fluid with only a minor stumble	Speech was a little choppy	Speech was on the fly/lots of pauses
Pronunciation	Good effort to simulate native intonation and pronunciation	Pronunciation and intonation do not interfere with comprehension	Pronunciation and intonation impair comprehension	No attempt to simulate native intonation and pronunciation
Variety/Grammar	Superior elaboration of the topic and/or attempt to use new, more complex language in context	Adequate elaboration of the topic and/or attempt to use new language in context	Basic elaboration of the topic and/or attempt to use new language but out of context	Minimal elaboration of the topic and/or minimal or no attempt to use new language



Presentation/Speaking Rubric

Name: _____

Total Points: _____

	Exemplary	Proficient	Progressing	Not Meeting Standards
Task Completion	Superior completion of the task, content appropriate, message was understood	Adequate completion of the task, content appropriate, message was mostly understood	Basic completion of the task, content mostly appropriate, message was somewhat confusing	Minimal completion of the task, content unrelated to task and/or overall message was incomprehensible
Fluidity and Practice	Speech was fluid, practiced and polished	Speech was fluid with only a minor stumble	Speech was a little choppy	Speech was on the fly/lots of pauses
Pronunciation	Good effort to simulate native intonation and pronunciation	Pronunciation and intonation do not interfere with comprehension	Pronunciation and intonation impair comprehension	No attempt to simulate native intonation and pronunciation
Variety/Grammar	Superior elaboration of the topic and/or attempt to use new, more complex language in context	Adequate elaboration of the topic and/or attempt to use new language in context	Basic elaboration of the topic and/or attempt to use new language but out of context	Minimal elaboration of the topic and/or minimal or no attempt to use new language

Speaking Survey	Advanced	Intermediate	Novice
<p>Vocabulary <i>How well can I use current and past vocabulary?</i></p>	<ul style="list-style-type: none"> I can easily recall a wide range of vocabulary when speaking. When I don't know a word I can talk around the word. 	<ul style="list-style-type: none"> I can recall some vocabulary but occasionally forget some words when speaking. When I don't know a word I still try to communicate by sometimes talking around the word or using my native language. 	<ul style="list-style-type: none"> I have a difficult time recalling vocabulary when speaking. When I don't know a word I use my native language or don't speak.
<p>Comprehensibility <i>How well can I communicate my thoughts and ideas?</i></p>	<ul style="list-style-type: none"> I can easily express what I want to say. 	<ul style="list-style-type: none"> I can sometimes express what I want to say. 	<ul style="list-style-type: none"> I have difficulty expressing what I want to say.
<p>Language Control <i>How well do I use the language?</i></p>	<ul style="list-style-type: none"> I am confident in my ability to use correct grammar. 	<ul style="list-style-type: none"> I am not always confident in my ability to use correct grammar. 	<ul style="list-style-type: none"> I easily forget grammar rules when speaking.
<p>Pronunciation <i>How well am I understood?</i></p>	<ul style="list-style-type: none"> I mimic native speakers. 	<ul style="list-style-type: none"> I make an effort to mimic native speakers. 	<ul style="list-style-type: none"> I do not practice/use correct pronunciation.
<p>OVERALL COMFORT WITH SPEAKING</p>	<ul style="list-style-type: none"> I feel comfortable speaking in the target language. 	<ul style="list-style-type: none"> Depending on the topic/situation, I am comfortable for the most part speaking in the target language. 	<ul style="list-style-type: none"> I have anxiety when I have to speak in the target language.
<p>Goal:</p>			
<p>I will focus on the area of _____ by doing these three specific things:</p> <ol style="list-style-type: none"> 1. 2. 3. 			