

ASSESSMENT RUBRICS FOR TASKS

Unit 1 Part 2, Student's Book, page 33

Make a presentation about your dream school.

Criteria	Excellent	Good	Unsatisfactory
Content	The presentation includes all of the following: (1) a name for the school, (2) a location for the school, (3) two special things at the school, (4) two subjects students study, (5) reasons students like the school and (6) pictures.	The presentation includes 3-5 of the following: (1) a name for the school, (2) a location for the school, (3) two special things at the school, (4) two subjects students study, (5) reasons students like the school and (6) pictures.	The presentation includes 0-2 of the following: (1) a name for the school, (2) a location for the school, (3) two special things at the school, (4) two subjects students study, (5) reasons students like the school and (6) pictures.
Quality of content	The information and the pictures in the presentation are relevant to the school. Details are provided about the special things at the school and the reasons students like or don't like the school.	Some of the information and pictures in the presentation are relevant to the school. Some details are provided about the special things at the school and the reasons students like or don't like the school.	The information and the pictures in the presentation aren't relevant to the school. Details aren't provided about the special things at the school and the reasons students like or don't like the school.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Presentation	The presentation was presented to the class and the words were pronounced correctly.	The presentation was presented to the class and some of the words were pronounced correctly.	The presentation was not presented to the class.

Unit 1 Part 4, Student's Book, page 48**Make an invitation to an event.**

Criteria	Excellent	Good	Unsatisfactory
Content	The invitation includes all of the following: (1) a description of the event, (2) information about the date, time and location, (3) information about items guests should bring, (4) the name of the person having the party and contact information to confirm attendance and for getting additional information and (5) a nice, attractive design.	The invitation includes 3-4 of the following: (1) a description of the event, (2) information about the date, time and location, (3) information about items guests should bring, (4) the name of the person having the party and contact information to confirm attendance and for getting additional information and (5) a nice, attractive design.	The invitation includes 0-2 of the following: (1) a description of the event, (2) information about the date, time and location, (3) information about items guests should bring, (4) the name of the person having the party and contact information to confirm attendance and for getting additional information and (5) a nice, attractive design.
Quality of content	The details provided in the invitation are relevant to the event. The design is nice and relevant.	Some of the details provided in the invitation are relevant to the event. Some of the design is nice and relevant.	The details provided in the invitation aren't relevant to the event. The design isn't nice and relevant.
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.

Unit 2 Part 2, Student's Book, page 71

Make a poster about your favorite sport or hobby.

Criteria	Excellent	Good	Unsatisfactory
Content	The poster includes all of the following: (1) a sentence about what the pupil's favorite sport or hobby is, (2) a sentence about where the pupil does the sport or hobby, (3) a sentence about who the pupil does the sport or hobby with, (4) a sentence about when the pupils does the sport or hobby, (5) a sentence about why the pupil likes the sport or hobby and (6) at least two pictures of the sport or hobby.	The poster includes 4-6 of the following: (1) a sentence about what the pupil's favorite sport or hobby is, (2) a sentence about where the pupil does the sport or hobby, (3) a sentence about who the pupil does the sport or hobby with, (4) a sentence about when the pupils does the sport or hobby, (5) a sentence about why the pupil likes the sport or hobby and (6) at least two pictures of the sport or hobby.	The poster includes 0-3 of the following: (1) a sentence about what the pupil's favorite sport or hobby is, (2) a sentence about where the pupil does the sport or hobby, (3) a sentence about who the pupil does the sport or hobby with, (4) a sentence about when the pupils does the sport or hobby, (5) a sentence about why the pupil likes the sport or hobby and (6) at least two pictures of the sport or hobby.
Quality of content	The poster provides relevant and meaningful information about the sport or hobby and the pupil's experience with the sport or hobby. The pictures are relevant to the sport or hobby.	The poster provides some relevant and meaningful information about the sport or hobby and the pupil's experience with the sport or hobby. Some of the pictures are relevant to the sport or hobby.	The poster doesn't provide relevant and meaningful information about the sport or hobby and the pupil's experience with the sport or hobby. The pictures aren't relevant to the sport or hobby.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Presentation	The poster was presented to the class and the words were pronounced correctly.	The poster was presented to the class and some of the words were pronounced correctly.	The poster was not presented to the class.

Unit 2 Part 4, Student's Book, page 86

Make a game about sports and hobbies.

Criteria	Excellent	Good	Unsatisfactory
Content	The game includes all of the following: (1) questions and tasks, (2) pictures, (3) new words from this unit and (4) instructions.	The game includes 2-3 of the following: (1) questions and tasks, (2) pictures, (3) new words from this unit and (4) instructions.	The game includes 0-1 of the following: (1) questions and tasks, (2) pictures, (3) new words from this unit and (4) instructions.
Quality of content	The questions, tasks, pictures and instructions are relevant and meaningful.	Some of the questions, tasks, pictures and instructions are relevant and meaningful.	The questions, tasks, pictures and instructions aren't relevant and meaningful.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Execution	The game was played and the words were pronounced correctly.	The game was played and some of the words were pronounced correctly.	The game was not played.

Unit 3 Part 2, Student's Book, page 115

Write and share a recipe.

Criteria	Excellent	Good	Unsatisfactory
Content	The recipe includes all of the following: (1) a picture of the food item, (2) the name of the food item, (3) the ingredients, with quantities, required to make the food item, (4) instructions for how to make the food item and (5) a rating and comment about the prepared recipe from at least one person.	The recipe includes 3-4 of the following: (1) a picture of the food item, (2) the name of the food item, (3) the ingredients, with quantities, required to make the food item, (4) instructions for how to make the food item and (5) a rating and comment about the prepared recipe from at least one person.	The recipe includes 0-2 of the following: (1) a picture of the food item, (2) the name of the food item, (3) the ingredients, with quantities, required to make the food item, (4) instructions for how to make the food item and (5) a rating and comment about the prepared recipe from at least one person
Quality of content	The name, picture, ingredients, quantities and instructions are relevant to the recipe. The instructions are clear and detailed.	The name and picture are relevant to the recipe. Some of the ingredients, quantities and instructions are relevant to the recipe. Some of the instructions are clear and detailed.	The name, picture, ingredients, quantities and instructions aren't relevant to the recipe. The instructions aren't clear and detailed.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.

Unit 3 Part 4, Student's Book, page 130

Make a menu for a new restaurant.

Criteria	Excellent	Good	Unsatisfactory
Content	The menu includes all of the following: (1) the name of the restaurant, (2) at least three food categories, (3) at least six food items, (4) prices and (5) pictures.	The menu includes 3-4 of the following: (1) the name of the restaurant, (2) at least three food categories, (3) at least six food items, (4) prices and (5) pictures.	The menu includes 0-2 of the following: (1) the name of the restaurant, (2) at least three food categories, (3) at least six food items, (4) prices and (5) pictures.
Quality of content	The restaurant name, food categories, food items, prices and pictures are relevant to the menu.	Some of the restaurant name, food categories, food items, prices and pictures are relevant to the menu.	The restaurant name, food categories, food items, prices and pictures aren't relevant to the menu.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Execution	A waiter / customer dialogue was performed with a partner and the words were pronounced correctly.	A waiter / customer dialogue was performed with a partner and some of the words were pronounced correctly.	The waiter / customer dialogue wasn't performed.

Unit 4 Part 2, Student's Book, page 157

Make a chant or a comic about the environment.

Criteria	Excellent	Good	Unsatisfactory
Content	The chant or comic includes the following: (1) at least 4 phrases or sentences and (2) pictures.	The chant or comic includes the following: (1) 2-3 phrases or sentences and (2) pictures.	The chant or comic includes the following: (1) 0-1 phrases or sentences and (2) pictures.
Quality of content	The pictures are relevant to the environment. The phrases and sentences are relevant to the environment.	Some of the pictures are relevant to the environment. Some of the phrases and sentences are relevant to the environment.	The pictures aren't relevant to the environment. The phrases and sentences aren't relevant to the environment.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Presentation	The chant or comic was presented to a partner, a small group or the class and the words were pronounced correctly.	The chant or comic was presented to a partner, a small group or the class and some of the words were pronounced correctly.	The chant or comic was not presented.

Unit 4 Part 4, Student's Book, page 172

Make a map and give directions to get from one place to another.

Criteria	Excellent	Good	Unsatisfactory
Content	The map and directions include all of the following: (1) at least eight labeled places, (2) at least four labeled streets, (3) the four cardinal directions (north, south, east, west) and (4) at least four sentences giving directions from one place to another.	The map and directions include 2-3 of the following: (1) at least eight labeled places, (2) at least four labeled streets, (3) the four cardinal directions (north, south, east, west) and (4) at least four sentences giving directions from one place to another.	The map and directions include 0-1 of the following: (1) at least eight labeled places, (2) at least four labeled streets, (3) the four cardinal directions (north, south, east, west) and (4) at least four sentences giving directions from one place to another.
Quality of content	The places and streets on the map are clear and relevant. The directions are clear and accurate.	Some of the places and streets on the map are clear and relevant. Some of the directions are clear and accurate.	The places and streets on the map aren't clear and relevant. The directions aren't clear and accurate.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of language / grammar	The imperative form is used correctly in all sentences.	The imperative form is used correctly in some sentences.	The imperative form is not used correctly.
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Execution	The map and directions were given to a partner. The directions were followed correctly.	The map and directions were given to a partner. Some of the directions were followed correctly.	The map and directions weren't given to a partner.

Unit 5 Part 2, Student's Book, page 201

Interview someone with an interesting job.

Criteria	Excellent	Good	Unsatisfactory
Content	The interview includes 4 or more questions, and answers to the questions.	The interview includes 2-3 questions, and answers to the questions.	The interview includes 0-1 questions, and answers to the questions.
Quality of content	All the questions request meaningful details about the person's job.	Some of the questions request meaningful details about the person's job.	The questions don't request meaningful details about the person's job.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Fluency of speech	The interview questions are clear and fluent, and the words are pronounced correctly.	Some of the interview questions are clear and fluent, and some of the words are pronounced correctly.	The interview questions aren't clear and fluent, and the words aren't pronounced correctly.

Unit 5 Part 4, Student's Book, page 216

Make a scrapbook about a singer or a band you like.

Criteria	Excellent	Good	Unsatisfactory
Content	The scrapbook includes all of the following: (1) at least three pictures of the singer / band, (2) at least five sentences about the singer / band and (3) at least three facts.	The scrapbook includes 2 of the following: (1) at least three pictures of the singer / band, (2) at least five sentences about the singer / band and (3) at least three facts.	The scrapbook includes 0-1 of the following: (1) at least three pictures of the singer / band, (2) at least five sentences about the singer / band and (3) at least three facts.
Quality of content	The pictures are relevant to the singer / band. The sentences provide relevant and meaningful information about the singer / band. The facts are relevant and accurate. The decorations are attractive.	Some of the pictures are relevant to the singer / band. Some of the sentences provide relevant and meaningful information about the singer / band. Some of the facts are relevant and accurate. Some of the decorations are attractive.	The pictures aren't relevant to the singer / band. The sentences don't provide relevant and meaningful information about the singer / band. The facts aren't relevant and accurate. There are no decorations.
Vocabulary	New vocabulary is used with correct meaning and syntax. (4 words or more)	Little new vocabulary is used or is used with incorrect meaning or syntax. (2-3 words)	Almost no new vocabulary is used or is used incorrectly. (0-1 words)
Accuracy of capital letters and punctuation	Capital letters and punctuation are used correctly.	Some of the capital letters and punctuation are used correctly.	Capital letters and punctuation are not used correctly.
Accuracy of spelling	All of the words are spelled correctly.	Most of the words are spelled correctly.	There are a lot of spelling mistakes.
Presentation	All the information in the scrapbook presentation was well communicated.	Some of the information in the scrapbook presentation was well communicated.	The scrapbook was not presented.

WRITING: Sentences

For the teacher:

1. I used a capital letter at the beginning of each sentence.
2. I used correct punctuation at the end of each sentence.
3. I used a subject and a verb.
4. I checked the spelling of all the words and sentences.

Checklist



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| 1. <input type="checkbox"/> إستعملت حرفاً كبيراً في بداية كلّ جملة. | 1. <input type="checkbox"/> השתמשתי באות גדולה בתחילת כל משפט. |
| 2. <input type="checkbox"/> إستعملت علامة ترقيم في نهاية كلّ جملة. | 2. <input type="checkbox"/> השתמשתי בסימן פיסוק בסוף כל משפט. |
| 3. <input type="checkbox"/> إستعملت الفاعل والفعل. | 3. <input type="checkbox"/> השתמשתי בנושא ובפועל. |
| 4. <input type="checkbox"/> فحصت تهجئة جميع الكلمات في الجملة. | 4. <input type="checkbox"/> בדקתי את האיות של כל המילים במשפט. |



Checklist



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| 1. <input type="checkbox"/> إستعملت حرفاً كبيراً في بداية كلّ جملة. | 1. <input type="checkbox"/> השתמשתי באות גדולה בתחילת כל משפט. |
| 2. <input type="checkbox"/> إستعملت علامة ترقيم في نهاية كلّ جملة. | 2. <input type="checkbox"/> השתמשתי בסימן פיסוק בסוף כל משפט. |
| 3. <input type="checkbox"/> إستعملت الفاعل والفعل. | 3. <input type="checkbox"/> השתמשתי בנושא ובפועל. |
| 4. <input type="checkbox"/> فحصت تهجئة جميع الكلمات في الجملة. | 4. <input type="checkbox"/> בדקתי את האיות של כל המילים במשפט. |



Checklist



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| 1. <input type="checkbox"/> إستعملت حرفاً كبيراً في بداية كلّ جملة. | 1. <input type="checkbox"/> השתמשתי באות גדולה בתחילת כל משפט. |
| 2. <input type="checkbox"/> إستعملت علامة ترقيم في نهاية كلّ جملة. | 2. <input type="checkbox"/> השתמשתי בסימן פיסוק בסוף כל משפט. |
| 3. <input type="checkbox"/> إستعملت الفاعل والفعل. | 3. <input type="checkbox"/> השתמשתי בנושא ובפועל. |
| 4. <input type="checkbox"/> فحصت تهجئة جميع الكلمات في الجملة. | 4. <input type="checkbox"/> בדקתי את האיות של כל המילים במשפט. |



Checklist



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| 1. <input type="checkbox"/> إستعملت حرفاً كبيراً في بداية كلّ جملة. | 1. <input type="checkbox"/> השתמשתי באות גדולה בתחילת כל משפט. |
| 2. <input type="checkbox"/> إستعملت علامة ترقيم في نهاية كلّ جملة. | 2. <input type="checkbox"/> השתמשתי בסימן פיסוק בסוף כל משפט. |
| 3. <input type="checkbox"/> إستعملت الفاعل والفعل. | 3. <input type="checkbox"/> השתמשתי בנושא ובפועל. |
| 4. <input type="checkbox"/> فحصت تهجئة جميع الكلمات في الجملة. | 4. <input type="checkbox"/> בדקתי את האיות של כל המילים במשפט. |