

**DIGITAL PERFORMANCE
PORTFOLIO ASSESSMENT HANDBOOK©**

Discipline-Based Dual Language Immersion Model®

Revised January 13, 2016

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PORTFOLIO ASSESSMENT HANDBOOK©**

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PERFORMANCE PORTFOLIO TEMPLATE

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Portfolio Performance Assessment

Portfolios are a form of **performance assessment** which involves the systematic collection of student work products over a specified period of time according to a specific set of guidelines (AERA et al., 1999). Research has substantiated that artists, photographers, writers, and others have long used portfolios to represent their exemplary work. In education, portfolios have become increasingly popular in the classroom as an alternative assessment tool to show individual academic progress. As specifically applied in schools and higher education institutions today, portfolios may best be conceptualized as a systematic way of collecting, organizing, and evaluating attainment of core curriculum. As such, portfolios can conceivably serve as the basis for evaluating students' achievements and providing feedback to the students (Reynolds, et al., 2006).

A portfolio has several essential characteristics. First, a portfolio is *purposeful*. There is a clear reason why certain works would be included and how the portfolio is to be used. Second, rather than reflecting a haphazard collection of samples, the portfolio represents a *systematic* and *well-organized* collection of materials that make a *sample*, not a comprehensive or exhaustive collection, of student work. Third, *pre-established guidelines* are set up so that it is clear which materials should be included. Fourth, students are engaged in the process by *selecting some of the materials* and by continually evaluating and *reflecting* on their work. Fifth, based on clear and well-specified *scoring criteria*, *progress* is documented with the evaluations. Finally, *feedback* is held between teacher and student to review progress, identify areas that need further improvement, and to facilitate student reflection.

Performance Portfolio as an Assessment Technique

The portfolio is defined as *an instrument of growth and evaluation that effectively reveals students' content and language performance change and/or progress in a systematic way over time. It allows the assessment of student learning across all disciplines, and especially in the Discipline-Based Dual Language Immersion Model® for adult learners. The expectation for the **performance portfolio** is for the learner to provide a showcase of academic and linguistic growth as they become proficient dual language professionals. The samples placed in the performance portfolio are selected by the student and the Faculty/Facilitator. All weekly assessment rubrics used and corrected by the facilitator must be included in the portfolio. This expectation is for both knowledge in the professional field and proficiency in English and in Spanish in all language domains (listening, speaking, reading, and writing) in all courses.*

“The motivational power of a growth **performance portfolio** can be immense when students get to see their own improvement” (Stiggins, 2005).

Performance Portfolio Alignment

The performance portfolio must be aligned with the following:

1. **General Content and Language Objectives** (listening, speaking, reading, and writing) for the course curriculum provided in the instructional modules.
2. **Specific Content and Language Objectives** (listening, speaking, reading, and writing) of the course provided at the beginning of each workshop – Learning Targets. Thus, the *performance portfolio* will become ideal for assessing content products, language proficiency skills, and critical thinking skills.

Digital Performance Portfolio Implementation

Implementation of the *performance portfolio* is mandatory in all courses. The *performance portfolio* is an integral component of the final grade for the course. **Students must use the Digital Portfolio Zip File available in Blackboard. This Zip File contains the Digital Portfolio Template, the Digital Performance Portfolio Workshop Folders, and the Instructions to Create or Modify Existing Folders.**

Guidelines to Prepare the Digital Performance Portfolio (CONTENT & LANGUAGE):

All the content and language documentation provided in the *performance portfolio* will be organized by **workshop, assigned language**, and by the type of assignment within each workshop. **Language activities must be aligned to the core discipline course curriculum.** Since the portfolio is a performance assessment instrument, *it must provide evidence of graded beginning, mid, and final samplings of content and language work to show both content and language improvement, as required in our dual language institution.* Therefore an original first draft, a graded version, and a final corrected version of all student assignments must be included. Evidence of linguistic and academic progress to achieve objectives and expectations for the degree program and dual language must be included. This evidence must include the corrected rubrics used by the facilitator. The Faculty/Facilitator will tell the student which assignments must be included in the portfolio during the first day of class and, they will be reminded during each workshop. It is recommended that students begin building their portfolios and storing their assignment files in the portfolio since the first workshop.

According to the First Element for our Discipline-Based Dual Language Immersion Model, the curriculum must reflect 50% of English instruction and 50% of Spanish instruction. The documentation of graded assignments in the portfolio must be done in *English and Spanish in accordance with the language of instruction required in each workshop to reflect the 50/50 approach.*

The *Performance Portfolio Template*, included in the Zip File, has the following Titles/Sections for you to complete:

- **Title: Cover Page**

The *Cover Page* must follow the format of the latest edition of the APA Publishing Manual.

The *Cover Page* must provide the following required information:

University Institution: _____

Programa Ahora

School of Professional Studies

Discipline-Based Dual Language Immersion Model®

Course Title:

Student Name:

Undergraduate **Graduate Level:**

Course Number:

PT:

Beginning Date:

Ending Date:

Facilitator Name:

Date Completed:

- **Title: Table of Contents**

The *Table of Contents* must follow APA style format. It must list all documents in the order they appear in the *performance portfolio* as follows:

A. Introduction (in English): Students need to state why they are enrolled in this course, their content and language learning goals, their background before enrolling in this course, their strengths and weaknesses, and their expectations of the course (5 paragraphs). Use the Paragraph Construction Rubric in Appendix B as a guide to develop the introduction. The facilitator will use this rubric to evaluate the introduction.

B. Self-Portrait (in Spanish): Students will include a brief autobiography, their general dual language professional goals and expectations, and any other

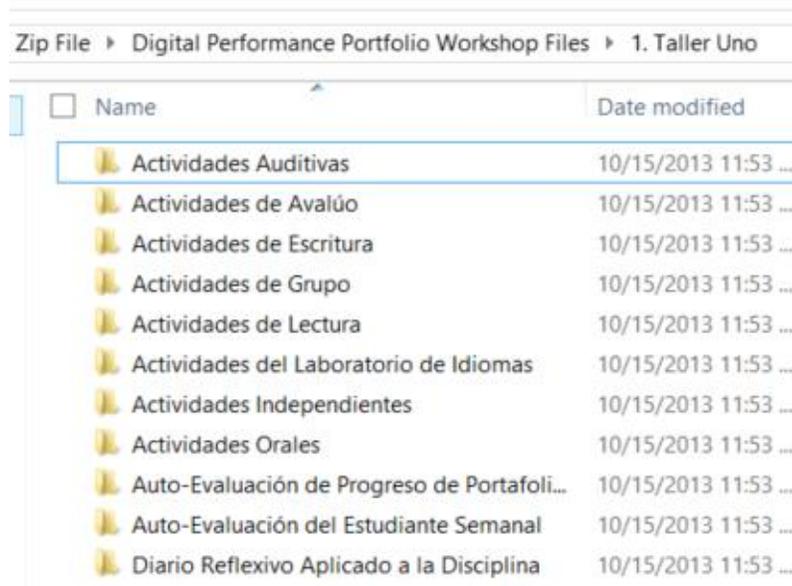
background information they wish to include to enhance their professional content and language *performance portfolio*. Author's name and picture must appear on the self-portrait.

- C. Digital Performance Portfolio Documentation:** All the content and language documentation provided in the performance portfolio will be organized by workshop, assigned language for the workshop, and by the type of assignment within each workshop. **Students must use the Digital Portfolio Zip File that is available for download in the Blackboard's Portfolio Content Area Link.**

Weekly Workshops: The Digital Portfolio Zip file contains one file folder per week.

Name	Date modified	Type
1. Taller Uno	5/4/2015 11:31 AM	File folder
2. Workshop Two	5/4/2015 11:31 AM	File folder
3. Taller Tres	5/4/2015 11:31 AM	File folder
4. Workshop Four	5/4/2015 11:31 AM	File folder
5. Taller Cinco-Workshop Five	5/4/2015 11:31 AM	File folder
Appendixes	5/4/2015 11:31 AM	File folder
Templates	5/4/2015 11:31 AM	File folder
Instructions to Create or Modify Existi...	7/18/2013 11:33 A...	Microsoft Word D...
Performance Portfolio Assessment Wo...	7/9/2013 10:07 AM	Microsoft Word 97...

The folder has Sub-folders with the Titles of all activities for which documents must be provided. Students must store their documentation files according to the workshop week.



The screenshot shows a file explorer window with the following structure:

- Zip File > Digital Performance Portfolio Workshop Files > 1. Taller Uno

<input type="checkbox"/> Name	Date modified
Actividades Auditivas	10/15/2013 11:53 ...
Actividades de Avalúo	10/15/2013 11:53 ...
Actividades de Escritura	10/15/2013 11:53 ...
Actividades de Grupo	10/15/2013 11:53 ...
Actividades de Lectura	10/15/2013 11:53 ...
Actividades del Laboratorio de Idiomas	10/15/2013 11:53 ...
Actividades Independientes	10/15/2013 11:53 ...
Actividades Orales	10/15/2013 11:53 ...
Auto-Evaluación de Progreso de Portafoli...	10/15/2013 11:53 ...
Auto-Evaluación del Estudiante Semanal	10/15/2013 11:53 ...
Diario Reflexivo Aplicado a la Disciplina	10/15/2013 11:53 ...

In **Taller Uno**, students must store all graded documents, artifacts or assignments related to that specific week (Spanish). The same will be done for **Workshop Two (English)**, **Taller Tres (Spanish)**, and so on. It is critical that students ensure that the documentation files placed in the folder for the specific week, be in the required language for the week to achieve the 50% instruction in Spanish and 50% in English. For Five-Week courses, the folder is divided in Spanish and in English. The first two hours are for activities completed in Spanish and the last two hours for activities in English.

The following are examples of documents, artifacts, and files you must include in the weekly sub-folders. The main folders have been created for five week courses. However, if your course is more than five weeks you must refer to the document named **Instruction to Create or Modify Existing Folders** available in the Zip Folder located in Blackboard under the Portfolio Content Area. The title has been highlighted in the example provided for this section.

Zip File ▶ Digital Performance Portfolio Workshop Files	
<input type="checkbox"/> Name	Date modified
1. Taller Uno	6/9/2015 3:38 PM
2. Workshop Two	5/4/2015 11:31 AM
3. Taller Tres	5/4/2015 11:31 AM
4. Workshop Four	5/4/2015 11:31 AM
5. Taller Cinco-Workshop Five	5/4/2015 11:31 AM
Appendixes	5/4/2015 11:31 AM
Templates	5/4/2015 11:31 AM
Instructions to Create or Modify Existing Folders	7/18/2013 11:33 A...
Performance Portfolio Assessment Word Format Docu...	7/9/2013 10:07 AM

Note: For language classes in **Spanish**, the facilitator will use the rubrics in English for compliance and accreditation purposes. However, they will mark that the class is offered in Spanish that week.

WEEKLY WORKSHOP DOCUMENTATION:

- Group Work Activities
- Independent Work Activities
- Language Lab Activities
- Listening Activities
- Speaking Activities
- Reading Activities
- Writing Activities
- Assessment Activities
- Weekly Student Portfolio Self-Assessment (Appendix N)
- Weekly Digital Performance Portfolio Progress Self-Assessment (Appendix O)
- Weekly Journal: Applied Self-Reflection (Appendix I)

D. Final Student Performance Portfolio Self-Assessment (Guided Essay)

E. Appendix Section

F. References

Digital Format Requirement

All *performance portfolios* will be in **digital format** and must comply with the following requirements:

- a. **Digital Format:** Content and language documentation **must be digitized.** Students must use the Digital Portfolio Zip File with the Portfolio Template and the Digital Performance Portfolio Workshop Files to store all documents, files, artifacts, links to videos, or digitized assignments. Enhancement tools that may be used to develop exemplary *performance portfolios* in digital format include:
 - i. Presentation software
 - ii. Word processors
 - iii. Scanning Apps or software
 - iv. Spreadsheet software
 - v. Multimedia software
 - vi. Weblog (blogging), wiki links or SlideShare presentations
 - vii. Blackboard Collaborate, Journals, Chats, Discussions, etc.
 - viii. Oral Discussions, Oral Presentations, YouTube Video, and Voice Emails
 - ix. Swivl Video Recording (contact Learning Resources Center)
 - x. Open source tools

NOTE: The facilitator will discuss the different alternatives that may be used to achieve the requirements for the *performance portfolio* during the first class for each course. The facilitator is expected to provide the student feedback to all “Word” format documents by using the “Track Changes” formatting tool. The document with the feedback provided must be placed in the portfolio.

- b. **Delivery of Digital Performance Portfolio:**
 - **Florida Campuses:** The Performance Portfolio and all of its content and language documentation must be placed in a CD, DVD, or a flash drive memory to be provided to the facilitator. This applies for ALL courses EXCEPT for General Education Courses. The General Education Courses will follow a different process which is explained in the next page. The facilitator will deliver them to the Academic Director who will store them for compliance and accreditation purposes.

Note: Facilitators must score and provide feedback to students on a weekly basis to all assignments and activities that are included in the final digital portfolio for the compliance and accreditation purposes.

- ***All Courses at Maryland and Dallas Campuses and General Education Component Courses at the Florida Campuses:*** The facilitator will create an assignment in Blackboard for students to upload their final digital portfolio. Blackboard stores the portfolios for compliance and accreditation purposes.

Note: Facilitators must score and provide feedback to students on a weekly basis to all assignments and activities that are included in the final digital portfolio.

c. Naming the Digital Portfolio:

- Students must use the following name when turning in their portfolios:
Semester_pt_coursecode_first_last name

Example: 201511_08_ACCO110_Juan_Pérez

Digital Portfolio Documents, Files, and Artifacts:

Students must provide different samples of their work to show content and language improvement through the course. All graded assignments, works, projects, and tests will be stored in the digital portfolio, in the appropriate weekly workshop folder. Different types of documents or artifacts need to be stored within each workshop, such as:

- **Oral Presentations:** (no more than two audio, video files with scoring rubric attached, or classroom weekly presentations). Video files can be uploaded to a social network site (SNS) such as “YouTube <https://www.youtube.com/> or Vimeo <https://vimeo.com/>” properly linked to the Portfolio; this action can be done to reduce excessive virtual weight of the digital portfolio. The student may also use the “**Blackboard Collaborate**” tool available in the E-Lab resources. Another acceptable method is to include proper documentation of growth in oral presentations done in the classroom scored by the facilitator to demonstrate increase of professional proficiency in oral skills in both languages by using the rubric: Individual/Group Oral and Audiovisual Presentation Rubric in **Appendix H. A**

scanned copy of the scored rubric by the facilitator maybe placed in the digital portfolio.

- Essays: Expository, persuasive, narrative, and technical essays written to comply with assignments based on the **degree** topics and concepts discussed in the workshop. The student may use the rubrics in **Appendices B and F**, as a guide to develop their essays. **The essay must be scored by the Faculty/Facilitator with the Paragraph Construction Rubric (Appendix B) and the Six Trait Analytic Writing Scoring Rubrics (Appendix C).**
- Other Written Activities: All written pieces must illustrate critical thinking about readings and core concepts for the course such as expository assignments on a topic or reaction papers. **Written pieces must be scored by the Faculty/Facilitator with the Paragraph Construction Rubric (Appendix B) and the Six Trait Analytic Writing Scoring Rubrics (Appendix C).**
- E-Lab and /or Language Lab Activities: The student must provide evidence of the use of the different resources in E-Lab (Net-Tutor, Blackboard Collaborate, E-libros, E-books, Virtual Library, and Tell Me More) by providing documentation of completed assignments given by the facilitator. The E-lab assignments must reflect student's linguistic needs in the course to reflect the 30% allotted to language evaluation in the course, on a weekly basis. Use the Language Lab/E-Lab Documentation Form (see **Appendix E**) and include in in the portfolio.
- Research Papers: The final scored research document substantiating the core curriculum concepts for the degree program will be saved. The students must comply with requirements for the **Institutional Review Board (IRB)**. The Faculty/Facilitator is expected to discuss these requirements with students during the first day of class. **The research paper must be scored by the Faculty/Facilitator with the Paragraph Construction Rubric (Appendix B) and the Six Trait Analytic Writing Scoring Rubrics (Appendix C) to include any other requirements for the assigned research paper.**
- Special, Individual, or Group Content and Language Assignments: Projects, surveys, and reports in both languages, as applicable to each workshop in the

course. Depending on the specific activity the faculty/facilitator will use the rubrics in Appendices E & H.

- Content and Language Exams or quizzes: Provide samples of graded exams and/or quizzes for both content knowledge and language growth in English and in Spanish, based on a weekly workshop requirements.
- One blog or discussion board session per workshop: The facilitator shall provide the students the degree program specific topic to be discussed based on the workshop for the week.
- Assessment Documents: (The Faculty/Facilitator must explain each of the assessment samples provided below to the students during the first day of class and during weekly workshops.)
 - One-Minute Quick Writes (<http://trc.virginia.edu/teaching-tips/teaching-idea-the-one-minute-paper/>)
 - Applied Reflective Journals (<http://word-crafter.net/ReflectiveWriting.html>)
 - The Muddiest Point Form
(<http://library.lincoln.ac.nz/Teach/Evaluations/Classroom-Assessment-Techniques/The-Muddiest-Point/>)
 - Concept Maps (<http://www.inspiration.com/visual-learning/concept-mapping>)
 - Performance Content Activities
 - Performance Language Activities (listening, speaking, reading, and writing). Depending on the language activity the facilitator will use the rubrics in **Appendix C, Appendix S, Appendix T, and Appendix U.**
 - Exams (must reflect 50% in English and 50% in Spanish)
 - Quizzes (must reflect 50% in English and 50% in Spanish)
 - Other activities as stated in instructional modules or by the facilitator.

Note: Any document related to the course used in the research process, such as, research-based articles, links related to any written assignment, videos, notes from the facilitator, observations, conferences, interviews, etc. must be included in the *performance portfolio* and properly cited. All of the above documents must be digitized and for activities that require IRB approval, the proper documentation must be provided in the portfolio.

Final Student Portfolio Self-Assessment (Guided Essay)

Learners must complete a final applied reflection activity on their overall language and degree knowledge improvement based on the documents and artifacts provided in the *performance portfolio*.

The learner must answer the guiding questions below in APA essay writing style. The facilitator will use the Paragraph Construction Rubric (Appendix B) and the Six Trait Analytic Writing Rubrics (Appendix C) to evaluate the activity. The student must include the scored rubric(s) completed by the facilitator in the portfolio. For courses that are 5 weeks this activity must be completed and provided to the facilitator by Workshop Four. The facilitator will email the scored activity to the students before Workshop Five to allow the student's time to include in the portfolio.

1. What have you learned in this course that will help you continue to grow as a professional learner in your concentration in terms of the knowledge gained and application to the market place?
2. How have the course resources, language lab, and activities assisted you to increase your language proficiency in English and in Spanish?
3. Which specific assignment for this course was your best work? Name one. What makes it your best work? What did you learn by creating it? What does it say about you as a student in regards to your degree concentration? How do you plan to use it in your field?
4. Which strategies did you use to learn the material in this course? Which were the most effective? Why?
5. What suggestions would you give other students on using performance portfolios as a showcase of their professional knowledge and linguistic growth as they become a dual language professional in your university?
6. In which area(s) would you like to continue to strengthen your knowledge and language proficiency skills?
 - a. Write one goal for program content and one goal for language development for the next part of term (PT) and express how you plan to achieve it.

Digital Performance Portfolio Handbook Appendix Section

Students are to use all documents provided in the Appendix Section of the *Performance Portfolio Assessment Handbook* to support the display of their professional discipline and language growth work for the course. The documents provided in the Appendix Section must be used by students and facilitators. These documents are:

Appendix A - National Proficiency Levels for Differentiated Instruction

Appendix B - Paragraph Construction Rubric

Appendix C - The Writing Process Six-Trait Analytic Writing Rubric

Apéndice D/Appendix D - Información acerca del laboratorio de idiomas y el e-lab /Language Lab and E-lab information

Apéndice E/Appendix E - Language Lab - E-Lab documentation/Documentación del laboratorio de idiomas/E-lab

Apéndice F/Appendix F - Rúbrica de ensayo/Essay Rubric

Apéndice G/Appendix G - Rúbrica de participación en clase

Apéndice H/Appendix H - Rúbrica de presentación oral y audiovisual individual/grupal - Individual/Group Oral and Audiovisual Presentation Rubric

Apéndice I/Appendix I – Autorreflexión Aplicada/Applied Self-reflection

Apéndice J/Appendix J - Rúbrica para evaluar los dramatización de rol/Rubric to Evaluate Role Playing

Appendix K - KWHLAQ Chart

Apéndice I/Appendix I - Rúbrica del foro de discusión escrita/Written Discussion Forum Rubric

Apéndice M/Appendix M - Rúbrica del foro de discusión oral/Oral Discussion Forum Rubric

Appendix N - Weekly Student Portfolio Self-Assessment

Appendix O - Weekly Digital Performance Portfolio Progress Self-Assessment

Appendix P - Student-Facilitator Feedback Form

Appendix Q - Use and Discard of Performance Portfolio

Appendix R/Apéndice R - Assessment of Skills Performance Rubric/Rúbrica evaluativa de desarrollo de destrezas

Appendix S - Speaking Rubric

Appendix T - Listening Rubric

Appendix U - Reading Comprehension Rubric

Implementation of Performance Portfolio Assessment

1. Review of the Digital; Performance Portfolio Assessment Handbook with Students

Because many adult learners will not be familiar with content and language *performance portfolios*, facilitators must explain carefully what the expectation is as to the format of the portfolio as delineated in this handbook, the tasks that are required of them to complete their portfolios, and the impact on the final course grade. Begin with your content and language learning targets (general and specific course objectives in both content and language), show examples, and give students opportunities to ask questions.

2. Performance Portfolio Content

Students are required to place all rubrics corrected by the facilitator for the content of the portfolio to include linguistic and academic performance in English and in Spanish. The rubrics to be used for evaluation and assessment purposes are included in the instructional module and in this *Digital Performance Handbook* (refer to the Appendix Section).

3. Student Self- and Peer-Evaluations

One of the most challenging aspects of using *performance portfolios* is getting adult learners to the point where they are comfortable, confident, and accurate in analyzing and criticizing their own content and language work to achieve success and excellence by using meta-cognitive learning strategies. Therefore, the implementation of learning journals, language reflective journals, content reflective journals, CALLA Learning Strategies, and peer assessment techniques are encouraged across all disciplines in order to achieve the expectation of becoming a dual language professional.

The Faculty/Facilitator must clearly discuss in the classroom the language and content knowledge expectations for courses in order to be successful in this institution. *Performance Portfolios* must include an applied *self-reflection* for each weekly workshop by using the document in **Appendix N** (Weekly Student Portfolio Self-Assessment), by using the document in **Appendix O** (Weekly Digital Performance Portfolio Progress Self-Assessment), and *peer assessment activities* assigned by the Faculty/Facilitator that allow learners to know and understand what others think about their content and language performance, as well as, their progress towards becoming a dual language professional. **Faculty/Facilitators and students are required to use the language and content evaluation rubrics provided in the instructional models and in this handbook.**

Peer-assessments may be conducted by classmates during individual or cooperative learning activities. Adult learners may be involved in a variety of peer-assessment activities using their individual efforts, their participatory efforts in a group, their own end products of written assignments and presentations, or their performance of skills and processes. Learners may also be involved in assessing their efforts on quizzes and tests in both English and Spanish. To support students in monitoring their weekly portfolio progress, the document in **Appendix O** (Weekly Digital Performance Portfolio Progress Self-Assessment) is also provided in this handbook.

4. Evaluation and Assessment Completed by the Facilitator

As specified in this handbook, facilitators must evaluate content and language growth in the *performance portfolio* by using the formal and informal assessment tools. Some of these tools include the use of core content checklists, core language skills checklists, self-assessment rubrics, evaluations of the overall quality and organization of the portfolio, evaluations of individual entries, and evaluations of language and learning targets as demonstrated by all the work in the portfolio (McMillan, 2011). Below is a list of assessment and evaluation requirements to be used to correct activities and assignments to demonstrate the growth in linguistic and academic skills.

- **Self-Assessment Tools:**

Portfolios must be evaluated according to how well students have demonstrated skills in completing the structural requirements, such as the selection of samples in collaboration of the Faculty/Facilitator for the course, thoroughness, portfolio appearance, self-reflection, self-assessments, and organization of documents that must be included under each Performance Portfolio Title.

Students must use the Rubric in **Appendix N** (Weekly Student Portfolio Self-Assessment) for the weekly self-assessment and the document in **Appendix O** (Weekly *Digital Performance Portfolio Progress Self-Assessment*) which also serves a self-assessment.

- **Evaluation of the Performance Portfolio Documents:**

The content for the course learning targets and the language targets in the *performance portfolio* will be evaluated using the *Digital Performance Portfolio Evaluation Rubric* in (**Appendix R**).

- **Linguistic and Academic Performance Rubrics:**

- All portfolio writing activities, other than course assignments and projects that have already been graded by the Faculty/Facilitator, must be graded by using the *Paragraph Construction Rubric* (**Appendix B**) and the *Six Trait Analytic Writing Rubrics* (**Appendix C**).
- Essay Rubric/Rúbrica de Ensayo (**Appendix F**)
- Class Participation Rubric/Rúbrica de Participación en Clase (**Appendix G**)
- Individual/Group Oral and Audiovisual Presentation Rubric/Rúbrica de Presentación Oral y Audiovisual Individual/Grupal (**Appendix H**).
- Applied Self-Reflection/Autorreflexión Aplicada (**Appendix I**)
- Role-Play Rubric/Rúbrica de Dramatización de Roles (**Appendix J**)
- Written Discussion Forum Rubric/Rúbrica del Foro de Discusión Escrita (**Appendix L**)
- Oral Discussion Forum Rubric/Rúbrica del Foro de Discusión Oral (**Appendix M**)
- Assessment of Skills Performance Rubric/Rúbrica de Evaluación de Desarrollo de Destrezas (**Appendix R**)
- Speaking Rubric/Rúbrica para la Destreza de Hablar (**Appendix S**)
- Listening Rubric/Rúbrica para la Destreza de Escuchar (**Appendix T**)
- Reading Comprehension Rubric – Rúbrica para la Destreza de Comprensión de Lectura (**Appendix U**)

5. Student-Facilitator Feedback Form

Before returning the *performance portfolio* to the student, the facilitator must provide specific feedback as to what is needed from the students in documents, student reflections, evaluations of individual items, and all of the work together as related to learning targets (Banks, 2005). The **Student-Facilitator Feedback Form** (**Appendix P**) will be used for specific feedback. The Student-Facilitator Feedback Form will contain information pertaining to strengths and weaknesses found in the portfolios provided to the facilitator for feedback in *Workshop Three* for five week

courses and by *Workshop Four* for eight week courses, *Workshop Five* for ten week courses and *Workshop Seven* for fifteen week courses. The facilitator shall provide recommendations for improvement, as applicable.

The facilitator will send the completed **Student-Facilitator Feedback Form** to the students **via e-mail**. Facilitators will focus their attention on assisting students in improving their content and language skills with constructive and very specific feedback; however, this does not mean that facilitators will not cover weaknesses and areas that need improvement on this template. A final assessment of the portfolio will take place at the end of the course.

Students will also have the opportunity to respond to the facilitator's feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better adult independent learners on the **Student-Facilitator Feedback Form**. Students must e-mail the form with their response back to the facilitator within a week after the facilitator's comments. Both completed forms with comments and responses must be inserted in the portfolio before the last day of class.

6. Performance Portfolio Storage

- Portfolio samples will be safely stored for a three year term at the campus.
- The Chief Planning, Research, and Assessment Officer shall conduct random evaluations of the portfolios by formal request to the campus.
- Students will sign an official document providing permission to the campus to use and discard the portfolios for educational or accreditation purposes during the storage period. (**Appendix Q – Use and Discard of Performance Portfolio**).

ASSESSMENT OF LEARNING FROM THE DIGITAL PERFORMANCE PORTFOLIO

Assessment of learning is a required standard for accreditation from the Middle States Commission on Higher Education (MSCHE). All our campuses are expected to abide with accreditation requirements. To meet the assessment of learning requirements, facilitators must evaluate student mastery of a list of content competencies as language skills in both English and Spanish. The rubric in **Appendix R** must be used to meet this standard.

After completing the *Assessment of Skills Performance Rubric* in **Appendix R**, facilitators are required to submit the “count” of each of the scores at the classroom level. In order to ease this process we have provided an **MS Excel** file called: *Portfolio Results for Upload.xls* available by clicking here

http://www.bilingualonline.net/webdocuments.Modulos/portfolio/Portfolio_Results_for_Upload.xlsx

This file has three tabs: “English Tabulation”, “Spanish Tabulation” and “Total to upload in Website”. The English and Spanish tabulation tabs are to be used to facilitate the integration of each individual rubric score. The third tab, “Total to upload in Website” contains formulas and links so that it gets populated automatically from the results entered on the first two tabs. It is this third tab that provides us with the summary information needed to analyze the mastery of content competencies and skills in the Spanish and English language as evidenced in the Digital Performance Portfolio.

Portfolio Results for Upload Excel Sample

nt name 11					
nt name 12					
nt name 13					
nt name 14					

English Tabulation | Spanish Tabulation | Total to upload in Website | +



SUBMISSION OF ASSESSMENT OF LEARNING DATA

To submit the assessment information, facilitators are required to access the following website:

https://www.surveymonkey.com/s/Portfolio_Assessment

The survey on this website is used to collect the performance information from the evaluation of content competencies and language skills in English and Spanish based on the rubric on **Appendix R**. All facilitators are required to upload the results of their course assessment data in this platform **within a week of course completion for each Part of Term (PT)**. The Academic Director will monitor that every facilitator completes this accreditation standard requirement for each course offered by the facilitator within the set timeline.

RESOURCES FOR STUDENTS

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APPENDIX SECTION

Appendix A National Proficiency Levels for Differentiated Instruction

“Can Do” Listening Rubric

Instructions to use these rubrics: The facilitator will use these rubrics to diagnose the different levels of proficiency of the students in the class. Once the facilitator has identified the students by proficiency levels, he/she can use this information to assign groups and activities utilizing differentiated instruction. These rubrics do not have an evaluation scale because they are used as an informal diagnostic tool.

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Identifies objects. • Names concrete objects. • Points to picture/object of the word heard. • Follows simple commands. • Repeats words or simple phrases. • Understands simple messages – gestures, pointing.
Emerging	<ul style="list-style-type: none"> • Draws a picture. • Requires continuous repetition. • Follows verbal dictations. • Checks-off words that were heard. • Repeats information heard to determine comprehension. • Understands slow speech and multiple repetitions.
Developing	<ul style="list-style-type: none"> • Understands more details of spoken language. • Needs limited or no repetition and slow speech. • Understands basic academic vocabulary which is frequently used in class discussions. • Understands class discussions with some difficulty. • Understands most of what was said.
Expanding	<ul style="list-style-type: none"> • Needs limited or no repetition at normal speed speech. • Understands academic vocabulary used in class discussions. • Understands class discussions with little difficulty. • Understands nearly everything said.
Bridging	<ul style="list-style-type: none"> • Needs no repetition at normal speed speech. • Understands elaborate academic vocabulary used in class discussions. • Understands class discussions with no difficulty. • Demonstrates a native-like English speaker’s understanding of what is said.

“Can Do” Speaking Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Names concrete objects. • Responds a simple <i>yes</i> or <i>no</i> to questions. • Repeats words or simple phrases. • Uses one word commands. • Mispronounces words, making it difficult to be understood. • Breaks speech into parts, making comprehension difficult. • Uses limited or no vocabulary to support message.
Emerging	<ul style="list-style-type: none"> • Uses a few more words to respond to questions although grammatically incorrect. • Uses one-, two-, and multiple-word commands. • Uses verb tenses interchangeably. • Misuses words in daily speech. • Repeats spoken words or phrases to improve understanding due to pronunciation flaws. • Uses grammar and word order incorrectly. • Uses vocabulary (emerging stage) to support oral messages.
Developing	<ul style="list-style-type: none"> • Responds using longer phrases/sentences. • Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say. • Applies grammar and word order correctly most of the time. • Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments. • Speaks with some hesitation. • Uses vocabulary to support oral messages. • Speaks with less difficulty, but listener must pay close attention to pronunciation.
Expanding	<ul style="list-style-type: none"> • Responds using elaborate phrases/sentences. • Uses and interprets idiomatic expressions. • Converses more fluently in social settings. • Uses academic vocabulary frequently in class discussions. • Participates in class discussions using academic content with slight hesitation. • Misuse of grammar and word order seldom occurs and does not interrupt meaning. • Pronounces most words accurately and clearly.
Bridging	<ul style="list-style-type: none"> • Speaks fluently. • Uses elaborate academic vocabulary in all class discussions correctly. • Participates in class discussion using academic content without hesitation. • Uses appropriate vocabulary to support oral messages at all times. • Uses correct grammar and word order all of the time. • Speaks with native-like pronunciation and intonation.

“Can Do” Reading Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Lacks comprehension of a wide array of written material (not developed). • Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed). • Struggles with use of pre-reading and reading skills (not developed). • Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed). • Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed).
Emerging	<ul style="list-style-type: none"> • Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.). • Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks. • Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ3R, etc.) (slowly emerging). • Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.). • Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above). • Applying successful reading skills (as listed above) is still emerging.
Developing	<ul style="list-style-type: none"> • Comprehends a wide array of written material (as listed above). • Interprets basic graphs, charts, tables and forms. • Applies correctly pre-reading and reading skills (as listed above). • Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above) - evidence of emerging. • Understands the relationship between ideas (as listed above) - evidence of emerging. • Uses strategic reading skills (as listed above) that are evident.
Expanding	<ul style="list-style-type: none"> • Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy. • Interprets increasingly complex graphs, charts, tables, and forms accurately. • Applies pre-reading and reading skills (as listed above) very strongly. • Applies strategies to guess meanings of unfamiliar words from context (as listed above), which is clearly evident. • Identifies signal words to understand the relationship between ideas (as listed above) and reading patterns to identify literary genres (as listed above) – strongly emerging. • Understands the relationship between ideas (as listed above) - strongly evident. • Uses strategic reading skills (as listed above) with mature accuracy.
Bridging	<ul style="list-style-type: none"> • Comprehends various types and lengths of level-appropriate written materials (as listed above) - fully developed. • Interprets complex graphs, charts, tables, and forms accurately. • Applies pre-reading and reading skills (as listed above) - fully developed. • Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy. • Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect). • Demonstrates fully developed strategic reading skills (as listed above).

“Can Do” Writing Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> ● Lacks clear writing and focus. Details are limited or unclear. There’s no clear distinction to what is important and what is supported. ● Lacks engaging introduction and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper. ● Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing. ● Rambles - use of incomplete sentences that are too long to understand. Sentences follow a simple structure and/or style. ● Struggles with spelling, punctuation, capitalization, and other writing conventions. This makes it very difficult to understand the writing. ● Lacks strategic writing skills (e.g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry, for drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.
Emerging	<ul style="list-style-type: none"> ● Writes sentences that are still unclear, although there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in using details to support main idea. Reader can still feel confused. ● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details. ● Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing, but many words are still used incorrectly. ● Attempts to create a style of sentence structure here and there; although, for the most part, it sticks to one style. ● Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there are signs of improvement. ● Demonstrates emerging strategic writing skills.
Developing	<ul style="list-style-type: none"> ● Writes with an unclear focus. Writing appears to be on one topic, but it shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions. ● Attempts to write a proper introduction and conclusion; however, both are dull or unclear. Transitions help connect ideas, although at times they distract the flow. ● Selects and uses words appropriately; however, they are not higher level and need more vigor. ● Formulates well-written sentences; however, style and structure of sentences are repetitious. ● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions; however, the writing could read and sound better by improving conventions. ● Utilizes strategic writing skills properly (now evident).
Expanding	<ul style="list-style-type: none"> ● Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers’ questions can be answered, while others are left with doubt. ● Uses a proper introduction and conclusion; however, some improvement is needed. Needs to continue using transitional words properly in order to allow the proper flow of ideas. ● Selects and uses vocabulary words that are livelier and more appropriate. Some common wording can be improved. ● Writes with a definite style, and sentence structure is “catchy” with few mistakes. ● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few, and nothing distracts from the writing. ● Applies mature strategic writing skills.
Bridging	<ul style="list-style-type: none"> ● Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are Answered ● Writing has a clear introduction that hooks the reader and a conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and is not dull. ● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing. ● There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm. ● Demonstrates excellent control of spelling, punctuation, capitalization and other writing conventions. ● Strategic writing skills are fully developed.

Appendix B

Paragraph Construction Rubric

Adapted from:

[http://www.sunprairie.k12.wi.us/faculty/nmolsen/Perfect%20Paragraph%20Rubric%20\(mine\).pdf](http://www.sunprairie.k12.wi.us/faculty/nmolsen/Perfect%20Paragraph%20Rubric%20(mine).pdf)

Paragraph Construction Rubric

Student's Name: _____

Date: _____

Facilitator's Name: _____ Course: _____ Assignment: _____

Instructions: This rubric is used to assess paragraph construction. The facilitator will use the results to provide the participants with the remediation needed according to their evaluation.

Evaluation Areas	SCORE: GRADE**:		
	3 Points Each	2 Points Each	1 Point Each
Topic Sentence	Topic sentence is clear as it relates to the assigned topic, and it is correctly placed as the first sentence.	Topic sentence is either unclear as to the assigned topic, or it is incorrectly placed.	There is no evident topic sentence. It is unrelated to the assigned topic, and/or it is incorrectly placed.
Explanation of Topic Sentence (Supporting Ideas)	There are three sentences explaining the topic sentence related to the assigned topic.	There are only two sentences explaining the topic sentence, or the explanation is too general.	There is only one or no sentence explaining the topic sentence related to the assigned topic.
Evidence for Topic Sentence (Elaborating Details)	Evidence for all three explanation sentences related to the assigned topic is provided.	Evidence for two explanation sentences related to the assigned topic is provided, or evidence is too general. There is no specificity.	Only one or no evidence sentence related to the assigned topic is provided.
Conclusion Sentence	Conclusion sentence rephrases the topic sentence related to the assigned topic, and it explains its importance.	Conclusion sentence rephrases the topic sentence, but it doesn't explain its importance.	There is no conclusion sentence, or conclusion sentence is unrelated to the topic.
Fragments and Run-on Sentences	There are no fragments or run-on sentences.	There is one fragment or run-on sentence.	There are two or more fragments or run-on sentences.
Use of Transitions*	Transitional words are used effectively throughout the written work.	Transitions are used throughout, but one transitional word is used incorrectly. It is missing one or two transitions.	Transitions are not used, are all incorrectly used, or five or more transitions are missing.
Grammar	Paragraph has no errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. Legible	Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. Marginally Legible	Paragraph has more than three errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or use of personal pronouns that make understanding difficult. Not legible
TOTAL POINTS:			

**What are transitions, and how are they used in effective writing?* Transitions: are phrases or words used to connect one idea to the next; are used by the writer to help the reader progress from one significant idea to the next; show the relationship within a paragraph (or within a sentence) between the main idea and the support the writer gives for those ideas. Different transitional words have different functions. Refer to: (<https://www.msu.edu/user/jdowell/135/transw.html>).

****GRADE BASED ON SCORES:**

A: All Green **B:** 20 Points (Green/Yellow) **C:** All Yellow Scores **D:** 13 Points (Yellow/Red) **F:** All Red Scores

Appendix C

The Writing Process

Six-Trait Analytic Writing Rubric

Retrieved from:

http://www.literatelearner.com/6traits/page_template6t.php?f=main

APPENDIX C

THE WRITING PROCESS

SIX-TRAIT ANALYTIC WRITING RUBRIC

Student's name: _____ Date: _____
 Facilitator's name: _____ Course: _____
 Assignment: _____

Instructions: This rubric will be used to evaluate written work completed by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content, etc.). Select the criteria per level (6 = highest, 1 = lowest) that best reflect the student's writing ability. Refer to all the Appendix C sheets that describe, in detail, all the writing traits that you are evaluating in order to properly complete this rubric.

Writing Traits	Criteria per Level (From Highest to Lowest)						
	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
TOTALS - add all the totals down and then across to obtain the Grand Total.							Grand Total: _____

<u>Grading Scale</u>	(0-36)
Excellent	32-36 points = A
Good	29-31 points = B
Satisfactory	25-28 points = C
Needs Improvement	22-24 points = D
Unacceptable	0-21 points = F

Six-Trait Analytic Writing Rubric

Trait #1: Idea and Content

Criteria per Level

6	<p>The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by:</p> <ul style="list-style-type: none"> • clarity, focus, and control, • main idea(s) that stands out, • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support, a thorough, balanced, in-depth explanation/exploration of the topic; the writing makes connections and shares insights, and • content and selected details that are well suited to audience and purpose.
5	<p>The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by:</p> <ul style="list-style-type: none"> • clarity, focus, and control, • main idea(s) that stands out, • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support, • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights, and • content and selected details that are well-suited to audience and purpose.
4	<p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by:</p> <ul style="list-style-type: none"> • an easily identifiable purpose, • clear main idea(s), • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used • to provide accurate support, • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main • idea(s); some connections and insights may be present, and • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
3	<p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by:</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s), • predictable or overly obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere, • support that is attempted, but developmental details that are often limited in scope, uneven, somewhat off-topic, • predictable, or overly general, • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable • sources of information, and • difficulties when moving from general observations to specifics.
2	<p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by:</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader, • minimal development; insufficient details, • irrelevant details that clutter the text, and • extensive repetition of detail.
1	<p>The writing lacks a central idea or purpose. The writing is characterized by:</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear and • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Trait #2: Organization

Criteria per Level

6	<p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by:</p> <ul style="list-style-type: none"> • effective, perhaps creative sequencing; the organizational structure fits the topic, and the writing is easy to follow, • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure, • smooth, effective transitions among all elements (sentences, paragraphs, and ideas), and • details that fit where placed.
5	<p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by:</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow, • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure, • smooth, effective transitions among all elements (sentences, paragraphs, and ideas), and • details that fit where placed.
4	<p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by:</p> <ul style="list-style-type: none"> • clear sequencing, • an organization that may be predictable, • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety, • a body that is easy to follow with details that fit where placed, • transitions that may be stilted or formulaic, and • organization which helps the reader, despite some weaknesses.
3	<p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by:</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear, • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”), • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused, • a structure that is skeletal or too rigid, • placement of details that may not always be effective, and • organization which lapses in some places, but helps the reader in others.
2	<p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by:</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear, • a missing or extremely undeveloped beginning, body, and/or ending, • a lack of transitions, or when present, ineffective or overused, • a lack of an effective organizational structure, and • details that seem to be randomly placed, leaving the reader frequently confused.
1	<p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by:</p> <ul style="list-style-type: none"> • a lack of effective sequencing, • a failure to provide an identifiable beginning, body and/or ending, • a lack of transitions, • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly, and • a lack of organization which ultimately obscures or distorts the main point.

Trait #3: Voice**Criteria per Level**

6	<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by:</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting; technical writing may require greater distance), • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively; the reader may discern the writer behind the words and feel a sense of interaction, and • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by:</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting; technical writing may require greater distance), • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively; the reader may discern the writer behind the words and feel a sense of interaction, and • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
4	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by:</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience, • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice; the reader may glimpse the writer behind the words and feel a sense of interaction in places, and • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
3	<p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by:</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear, • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical, and • a limited ability to shift to a more objective voice when necessary.
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by:</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical, • a voice that is likely to be overly informal and personal, • a lack of audience awareness; there is little sense of "writing to be read," and • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.
1	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by:</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless, • a lack of audience awareness; there is no sense of “writing to be read,” and • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Trait #4: Word Choice

Criteria per Level

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing, • fresh, original expression; slang, if used, seems purposeful and is effective, • vocabulary that is striking and varied, but that is natural and not overdone, • ordinary words used in an unusual way, and • words that evoke strong images; figurative language may be used.
5	<p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing, • fresh, vivid expression; slang, if used, seems purposeful and is effective, • vocabulary that may be striking and varied, but that is natural and not overdone, • ordinary words used in an unusual way, and • words that evoke clear images; figurative language may be used.
4	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by:</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing, • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective, • attempts at colorful language that may occasionally seem overdone, • occasional overuse of technical language or jargon, and • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
3	<p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by:</p> <ul style="list-style-type: none"> • words that work, but rarely capture the reader’s interest, • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective, • attempts at colorful language that seem overdone or forced, • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used, and • reliance on clichés and overused expressions.
2	<p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by:</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise, • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message, and • images that are fuzzy or absent altogether.
1	<p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by:</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate, • an extremely limited range of words, and • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Trait #5: Sentence Fluency

Criteria per Level

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next, • extensive variation in sentence structure, length, and beginnings that add interest to the text, • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas, • varied sentence patterns that create an effective combination of power and grace, • strong control over sentence structure; fragments, if used at all, work well, and • stylistic control; dialogue, if used, sounds natural.
5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by:</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next, • variation in sentence structure, length, and beginnings that add interest to the text, • sentence structure that enhances meaning, • control over sentence structure; fragments, if used at all, work well, and • stylistic control; dialogue, if used, sounds natural.
4	<p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by:</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace, • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact, • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective, and • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by:</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not, • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns, • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective, • sentences which, although functional, lack energy, and • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by:</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud, • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object), and • a significant number of awkward, choppy, or rambling constructions.
1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by:</p> <ul style="list-style-type: none"> • text that does not invite, and may not even permit, smooth oral reading, • confusing word order that is often jarring and irregular, • sentence structure that frequently obscures meaning, and • sentences that are disjointed, confusing, or rambling.

Trait #6: Conventions

Criteria per Level

6	<p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by:</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect, • strong, effective use of punctuation that guides the reader through the text, • correct spelling, even of more difficult words, • paragraph breaks that reinforce the organizational structure, • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece, and • little or no need for editing.
5	<p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by:</p> <ul style="list-style-type: none"> • strong control of conventions, • effective use of punctuation that guides the reader through the text, • correct spelling, even of more difficult words, • paragraph breaks that reinforce the organizational structure, • correct capitalization; errors, if any, are minor, • correct grammar and usage that contribute to clarity and style, • skill in using a wide range of conventions in a sufficiently long and complex piece, and • little need for editing.
4	<p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by:</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated, • correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect, • spelling that is usually correct, especially of common words, • basically sound paragraph breaks that reinforce the organizational structure, • correct capitalization; errors, if any, are minor, • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader, and • moderate need for editing.
3	<p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by:</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery, • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors, • spelling errors that distract the reader; misspelling of common words occurs, • paragraphs that sometimes run together or begin at ineffective places, • capitalization errors, • errors in grammar and usage that do not block meaning but do distract the reader, and • significant need for editing.
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by:</p> <ul style="list-style-type: none"> • little control over basic conventions, • many end-of-sentence punctuation errors; internal punctuation contains frequent errors, • spelling errors that frequently distract the reader; misspelling of common words often occurs, • paragraphs that often run together or begin in ineffective places, • capitalization that is inconsistent or often incorrect, • errors in grammar and usage that interfere with readability and meaning, and • substantial need for editing.
1	<p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by:</p> <ul style="list-style-type: none"> • very limited skill in using conventions, • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect, • frequent spelling errors that significantly impair readability, • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text, • capitalization that appears to be random, and • a need for extensive editing.

Apéndice D

Información acerca del Laboratorio de Idiomas y el E-Lab

Appendix D

Language Lab and E-Lab Information

Apéndice D

Información acerca del Laboratorio de Idiomas y el E-Lab

El Laboratorio de Idiomas y el E-Lab están diseñados para ayudar a los estudiantes a desarrollar sus habilidades lingüísticas en inglés y en español y a lograr los objetivos de aprendizaje a lo largo de su carrera. Ambos cuentan con una amplia variedad de ejercicios visuales y auditivos en línea, recursos de investigación y actividades de escritura guiada, que les permiten a los alumnos mejorar sus habilidades de comprensión auditiva y de lectura, pronunciación, desarrollo de vocabulario, gramática y escritura.

El Laboratorio de Idiomas también ofrece una gran cantidad de páginas web de English for Speakers of Other Languages (ESOL, por sus siglas en inglés: Inglés para hablantes de otros idiomas) que han sido seleccionadas cuidadosamente. Así también, cuenta con otras páginas electrónicas en español, con el fin de satisfacer las necesidades de los estudiantes. Además, el Laboratorio de Idiomas y el E-Lab cuentan con otras aplicaciones informáticas que fomentan el aprendizaje del idioma y del contenido académico, tales como Tell Me More, NetTutor y Blackboard Collaborate.

Tell Me More es un sistema eficaz para aprender inglés y español, que les permite a los estudiantes reforzar sus destrezas y además cumplir con las horas de laboratorio que requieren sus clases. Para poder usar este programa, los estudiantes necesitan Internet, el navegador Internet Explorer y acceso a la plataforma Blackboard.

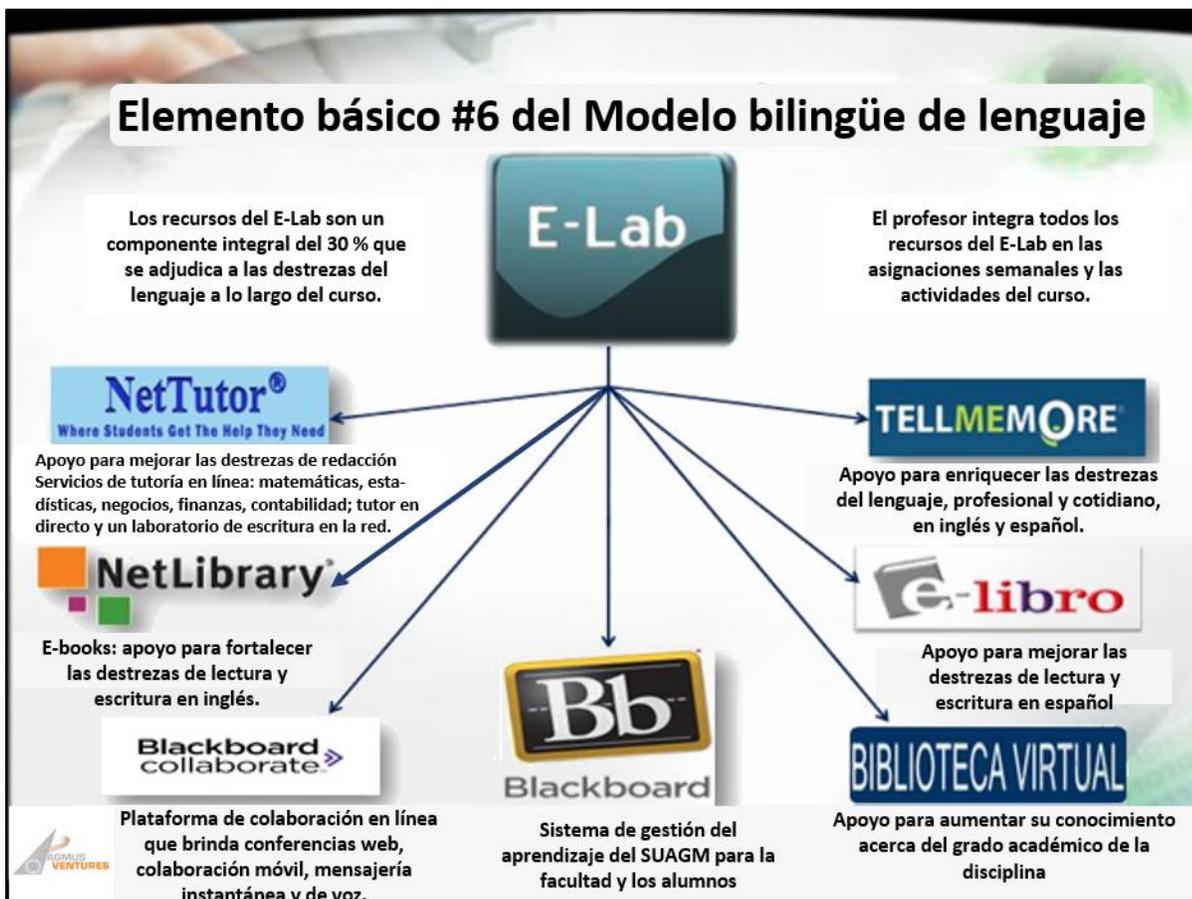
Inicialmente, el sistema evalúa el nivel de conocimiento de los estudiantes y crea un programa de aprendizaje, adaptado a las especificidades de lenguaje de cada uno, lo que permite medir el progreso individual. Los alumnos pueden mejorar su pronunciación, gramática y destrezas auditivas, desde el nivel de principiante hasta el nivel avanzado, con dos perfiles diferentes: lenguaje cotidiano y lenguaje de negocios.

NetTutor es un servicio de tutoría en línea, que cuenta con tutoría en directo para materias cuánticas y de computación (tiene horarios fijos). En los cursos en los que no se ofrece tutoría en directo, los estudiantes pueden publicar sus dudas, las cuales se contestarán en un lapso de 72 horas. El sistema también cuenta con un banco de preguntas y respuestas frecuentes, que está disponible 24 horas al día, los siete días de la semana. NetTutor puede accederse remotamente, siempre y cuando cuente con conexión a Internet. Este servicio ofrece tutorías en las siguientes materias:

- Inglés (disponible para todos los cursos)
- Español (disponible para todos los cursos)
- Estadísticas (el estudiante debe estar matriculado en el curso)
- Matemáticas (el estudiante debe estar matriculado en el curso)
- Contabilidad (el estudiante debe estar matriculado en el curso)
- Sistemas de información computarizada (el estudiante debe estar matriculado en el curso)

Blackboard Collaborate es una herramienta electrónica que, entre otros aspectos, promueve el uso de la voz en línea para que los alumnos y el facilitador interactúen y para desarrollar material didáctico. Los estudiantes usan Blackboard Collaborate para participar en los foros de discusión oral en línea, preparar presentaciones orales, enviar mensajes de voz y cumplir con otras asignaciones. La aplicación principal de uso de voz se llama Voice Authoring, que cuenta con las siguientes herramientas:

- **Voice Board:** puede publicar y escuchar mensajes orales en un foro de discusión en línea y postear comentarios orales y escritos.
- **Voice E-mail:** sirve para enviar correos electrónicos con mensajes de voz y escritos.
- **Voice Podcaster:** facilita la creación y distribución de mensajes orales de los participantes.



Appendix D:

Language Lab and E-Lab Information

The Language Lab and E-Lab are designed to help students strengthen their linguistic skills in English and Spanish and to fulfill the content objectives of the course. Both labs count on a wide variety of visual and auditory on-line exercises, Internet-based research, and guided writing activities that allow students to improve their listening and reading comprehension skills, pronunciation, vocabulary building, grammar, and writing.

The Language Lab also offers a package of several carefully selected English for Speakers of Other Languages (ESOL) websites, as well as other Spanish web pages designed to meet the students' needs. Additionally, the Language Lab and E-Lab provide other software applications, such as Tell Me More, NetTutor and Blackboard Collaborate, that promote language and academic content learning.

Tell Me More is an effective system for English and Spanish learning that allows students to strengthen their skills and fulfill the language lab hours required in their classes. Students must have Internet connection, Internet Explorer browser, and access to Blackboard to be able to use this program.

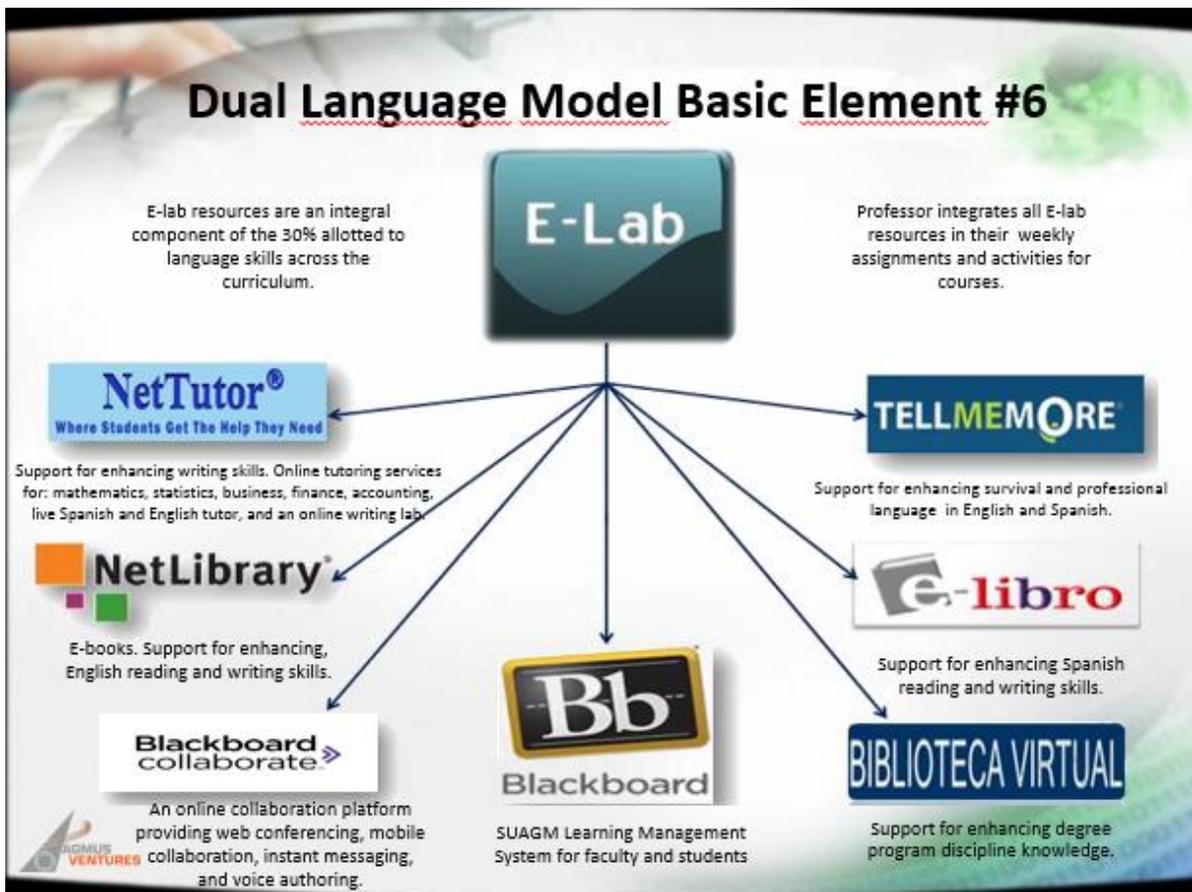
The system initially assesses students' knowledge and creates a learning path specifically tailored to each student's needs, thus allowing facilitators to measure every student's progress. Students can improve their pronunciation, grammar and listening skills, from beginner to advanced levels, with two different profiles: everyday language and business oriented language.

NetTutor is an online tutoring service which provides live tutoring for numerical and computer classes (scheduled hours apply). Students can post their questions for classes which do not offer live tutoring. These will be answered within 72 hours. The system also has a "Frequently Asked Questions" section available 24/7. NetTutor can be accessed remotely with an Internet connection. This service offers tutoring for the following subjects:

- English (available for all courses),
- Spanish (available for all courses),
- Statistics (student must be enrolled in the course),
- Mathematics (student must be enrolled in the course),
- Accounting (student must be enrolled in the course), and
- Computer Information Systems (student must be enrolled in the course).

Blackboard Collaborate is an electronic tool that, among other aspects, promotes the use of voice online, allowing students and the facilitator to interact and to develop academic content. Students use Blackboard Collaborate to participate in oral online discussion forums prepare oral presentations, send voice e-mails, and complete other assignments. The main voice application is Voice Authoring which includes the following tools:

- **Voice Board:** allows participants to post and listen to voice messages on discussion boards and to post oral and written comments.
- **Voice E-mail:** allows participants to send voice and written messages via e-mail.
- **Voice Podcaster:** facilitates the creation and distribution of participants' voice messages.



Apéndice E

Documentación del Laboratorio de Idiomas/E-Lab

Appendix E

Language Lab/E-Lab Documentation

Apéndice E Documentación del Laboratorio de Idiomas/E-Lab

Instrucciones: Cada estudiante llenará los siguientes formularios y los entregará al facilitador para que los considere como parte de los criterios de evaluación de la clase y lo colocará en el portafolio digital. El uso de los recursos del Laboratorio de Idiomas debe reflejar las tareas asignadas por el facilitador.

Sistema Universitario Ana G. Méndez

Registro de asistencia del Laboratorio de Idiomas/E-Lab

<p>Nombre del estudiante: _____</p> <p>Número de estudiante: _____</p> <p>Curso: _____</p> <p>Nombre del facilitador: _____</p> <p>Tarea(s) asignada(s) por el facilitador:</p> <p>_____</p> <p>_____</p> <p>Semestre: _____ Periodo lectivo (PT): _____</p>

Apéndice E Documentación del Laboratorio de Idiomas/E-Lab

Instrucciones: Cada estudiante debe llenar este formulario y enviarlo semanalmente al facilitador como parte de la evaluación de la clase, que está basada en las tareas que asignó el facilitador.

Áreas de oportunidad y asignaciones provistas por el facilitador	Idioma	Fecha	Recursos electrónicos que usó y las tareas que completó	Laboratorio Sala de cómputos (AGM) Práctica fuera del campus (F)	Firma del representante de la facultad o del laboratorio
			Tell Me More		
			NetTutor		
			Herramientas de Blackboard Collaborate		
			Investigación electrónica (Biblioteca Virtual)		
			Actividades de las páginas electrónicas en inglés y español		

Nota: Inserte todos los documentos completados semanalmente en el portafolio antes de la semana final de clases.

Appendix E**Language Lab/E-Lab Documentation**

Instructions: Each student will complete the following forms and give them to the facilitator to be included as part of the assessment criteria for the class. Place a copy in your digital portfolio. The use of the resources must reflect the task(s) assigned by the facilitator.

Ana G. Méndez University System**Language Lab/E-Lab
Attendance Log****Student's Name:** _____**Student's ID Number:** _____**Course:** _____**Facilitator's Name:** _____**Task(s) assigned by the facilitator:** _____
_____**Semester:** _____ **Part of Term (PT):** _____

Language Lab/E-Lab Documentation

Instructions: Each student should complete this form and submit it weekly to the facilitator as part of the class evaluation based on assignments given by the facilitator.

AREAS OF IMPROVEMENT AND ASSIGNMENTS PROVIDED BY FACILITATOR	LANGUAGE	DATE	ELECTRONIC RESOURCES USED AND TASKS COMPLETED	AGM CLASSROOM LAB. (L) OFF-CAMPUS PRACTICE (O)	STAFF/FACULTY SIGNATURE
			Tell Me More		
			NetTutor		
			Blackboard Collaborate Tools		
			Internet-Based Research (Virtual Library)		
			English and/or Spanish Websites Activities		

Note: Insert all completed documents in your portfolio weekly and deliver before the last week of class.

Apéndice F
Rúbrica de ensayo

Appendix F
Essay Rubric

Apéndice F**Rúbrica de ensayo**

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar los ensayos.

Nombre del estudiante: _____

Fecha: _____ Tema: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la escritura del ensayo del alumno. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Criterios	5	4	3	2	1	Comentarios (opcional)	
Contenido							
1. Propósito: El propósito o argumento central del escritor es evidente al lector.							
2. Contenido: La presentación de información relevante y legítima apoya el propósito o argumento central claramente y demuestra un análisis profundo de un tema significativo. El lector adquiere percepciones importantes.							
3. Organización: Las ideas están organizadas de manera lógica para apoyar el propósito o argumento. Las ideas fluyen fácilmente entre sí y están claramente vinculadas. El lector sigue el razonamiento con facilidad.							
4. Cautiva al lector y mantiene su interés a través del trabajo.							
5. Pensamiento crítico: Critica el contexto del discurso académico en términos de las suposiciones del estudiante. Integra diferentes maneras epistemológicas y disciplinarias de aprendizaje e incluye evidencia de autorreflexión y autoevaluación.							
6. Formula conclusiones basadas en lo investigado.							
7. Demuestra que entiende las ideas significativas para alcanzar organizadamente un nivel alto de comprensión.							
Lenguaje							
8. Demuestra dominio del español, incluyendo el vocabulario académico, la sintaxis y el flujo de ideas.							
9. Usa correctamente la ortografía, puntuación y el estilo APA.							
10. Emplea un nivel de formalidad del idioma que es apropiado para el tipo de documento.							
Totales (70 % para contenido y 30 % para lenguaje)							Total de puntos _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
4 - Necesita mejorar	30-34 puntos = D
5 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ Fecha: _____

Appendix F

Essay Rubric

Student's Name: _____
 Date: _____ Topic: _____

Students and facilitators are required to use this rubric to evaluate students' essays.

Instructions:

- Please refer to each criterion listed below in order to evaluate **students' essays**
- Apply the points that best reflect the student's essay writing as follows:
(5 = Highest, 1 = Lowest)
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the **Final Total Score**, add the corresponding numbers down and then across.
- Use the **Grading Scale** to apply the final grade.

Criteria	5	4	3	2	1	Comments (optional)
Content						
1. Purpose: Writer's purpose or central argument is readily apparent to the reader.						
2. Content: Presentation of relevant and legitimate information clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.						
3. Organization: Ideas are arranged in a logical order to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. Reader can easily follow the line of reasoning.						
4. Writing is compelling. It hooks the reader and sustains interest throughout.						
5. Critical Thinking: Critiques context of the scholarly discourse in terms of the student's assumptions. Integrates different disciplinary and epistemological ways of learning and includes evidence of reflection and self-assessment.						
6. Draws conclusions based on research-based facts.						
7. Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organized manner.						
Language						
8. Demonstrates a command of the English language, including academic vocabulary, syntax, and flow of ideas.						
9. Uses spelling, punctuation, and APA style correctly.						
10. Uses a level of formality of language that is appropriate for the nature of the document.						
Totals (70% for content and 30% for language)						Total Points _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ Date: _____

Apéndice G

Rúbrica de participación en clase

Appendix G

Class Participation Rubric

Apéndice G

Rúbrica de participación en clase

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar la participación en clase. Una copia evaluada por el facilitador debe ser colocada en el portafolio digital.

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la participación en clase del alumno. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Participación, recursos y herramientas de la clase y en línea: Participa activamente en todas las actividades de la clase, incluyendo las herramientas de Blackboard Collaborate y los foros de discusión.						
2. Iniciativa y creatividad: Demuestra iniciativa y creatividad en las actividades de la clase.						
3. Discusiones y comentarios (escritos y orales): Evidencia su interés en las discusiones que se presentan y expresa comentarios pertinentes, por escrito y oralmente, de manera oportuna.						
4. Publicación de trabajos y retroalimentación: Publica oportunamente el trabajo asignado, dando tiempo suficiente para recibir retroalimentación.						
5. Información adicional: Contribuye a la clase con material e información adicional.						
6. Atención y empatía: Demuestra atención y empatía hacia las opiniones y los argumentos de sus compañeros.						
7. Respeto sin prejuicios: Respeto las preguntas y planteamientos de los compañeros.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima		5	4	3	2	1	
Criterios de lenguaje							
8. Uso apropiado del español académico y técnico: Contribuye frecuentemente a las discusiones en clase y emplea el vocabulario académico y técnico, en español, con propiedad y corrección.							
9. Formulación y contestación de preguntas: Formula y contesta preguntas pertinentes al tema de la clase y utiliza el español con propiedad y corrección consistentemente.							
10. Expresividad y articulación: Habla claramente, sin errores gramaticales y pronuncia todos los términos correcta y precisamente.							
Totales (70 % de contenido y 30 % de lenguaje)							Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Participación en clase y en línea	
Iniciativa y creatividad	
Discusiones y comentarios (escritos y orales)	
Publicación de trabajos y retroalimentación	
Información adicional	
Atención y empatía	
Respeto sin prejuicios	
Criterios de lenguaje (30 %)	
Uso apropiado del vocabulario académico y técnico	
Formulación y contestación de preguntas	
Expresividad y articulación	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: <u> </u>/50 Calificación: <u> </u>

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ Fecha: _____

Appendix G

Class Participation Rubric

Students and facilitators are required to use this rubric to evaluate students' class participation. A copy assessed by the facilitator must be placed in the digital portfolio.

Student's Name: _____

Date: _____

Topic: _____

Workshop: _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the **students' class participation**.
2. Apply the points that best reflect the student's participation in class as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Participation in Class or Online with Tools/Resources: Participates actively in all class activities, including the Blackboard Collaborate Tools and the Discussion Board.						
2. Initiative and Creativity: Demonstrates initiative and creativity in class activities.						
3. Discussions and Oral/Written Comments: Demonstrates interest in class discussions by posting relevant written and oral comments in a timely manner.						
4. Uploads and Feedback: Uploads required work in a timely manner, allowing for sufficient time for feedback.						
5. Additional Information: Contributes to class with additional material and information.						
6. Attention and Empathy: Demonstrates attention and empathy towards classmates' opinions and contributions.						
7. Respectful and Non-judgmental: Shows respect towards classmates' questions and expositions.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Language Criteria						
8. Proper Use of Academic and Technical Vocabulary: Contributes frequently to class discussions in English using proper and correct academic and technical vocabulary.						
9. Formulating and Responding to Questions: Formulates and responds to questions pertinent to the class topic correctly and consistently in English.						
10. Expressiveness/Articulation: Speaks clearly with no grammatical errors and pronounces all terms correctly and precisely.						
Totals (70% for Content and 30% for Language)						Total Points _____

Content Criteria (70%)	Subtotals per Criterion
Participation in Class or Online with Tools/Resources	
Initiative and Creativity	
Discussions and Oral/Written Comments	
Uploads and Feedback	
Additional Information	
Attention and Empathy	
Respectful and Non-judgmental	
Language Criteria (30%)	
Proper Use of Academic and Technical Vocabulary	
Formulating and Responding to Questions	
Expressiveness/Articulation	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: ___/50 Grade: _____

<u>Grading Scale</u>	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____

Apéndice H

Rúbrica de presentación oral y audiovisual individual/grupal

Appendix H

Individual/Group Oral and Audiovisual Presentation Rubric

Apéndice H

Rúbrica de presentación oral y audiovisual individual/grupal

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar las destrezas de comunicación oral y las presentaciones audiovisuales.

Nombre del estudiante: _____ **Fecha:** _____

Tema: _____ **Taller:** _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la presentación oral o audiovisual individual/grupal. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos, ideas y principios: Introduce el tema efectivamente e identifica los objetivos, principios y las ideas de la presentación oral/audiovisual.						
2. Coherencia y claridad: Organiza la presentación para que sea coherente y fácil de seguir. Proyecta consistentemente los conceptos con un enfoque claro.						
3. Dominio del contenido: Domina y explica el contenido apropiadamente, sin cometer errores.						
4. Vínculo con el material de la clase: Basa las ideas y argumentos en el material y los recursos de la clase.						
5. Captación de la audiencia: Captura la atención y el interés de la audiencia y promueve su participación, si aplica.						
6. Alto nivel de comprensión: Evidencia un alto y claro nivel de comprensión de las ideas significativas.						
7. Tipografía y diseño gráfico: La tipografía y el diseño gráfico cumplen eficazmente con su propósito y son apropiados para la audiencia.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1		
Criterios de lenguaje							
8. Destrezas lingüísticas: Domina las destrezas lingüísticas en español, por escrito y orales, incluyendo la sintaxis y el flujo de ideas.							
9. Vocabulario académico: Aplica el vocabulario académico eficaz y correctamente.							
10. Propiedad y corrección: Emplea la gramática correctamente. El texto no tiene errores.							
Totales (70 % de contenido y 30 % de lenguaje)							Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos, ideas y principios	
Coherencia y claridad	
Dominio del contenido	
Vínculo con material de la clase	
Captación de la audiencia	
Alto nivel de comprensión	
Tipografía y diseño gráfico	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Vocabulario académico	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: <u> </u>/50 Calificación: _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Nota: Inserte todos los documentos completados semanalmente en el portafolio antes de la semana final de clases.

Firma del facilitador: _____

Fecha: _____

Appendix H Individual/Group Oral and Audiovisual Presentation Rubric

Students and facilitators are required to use this rubric to evaluate students' oral and audiovisual presentations.

Student's Name: _____ Date: _____

Topic: _____ Workshop Number: _____

Instructions:

- Please refer to each criterion listed below in order to evaluate students' **individual/group oral/audiovisual presentations**.
- Apply the points that best reflect the student's presentation as follows: (**5 = Highest, 1 = Lowest**).
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the **Final Total Score**, add the corresponding numbers down and then across.
- Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives, Ideas, and Principles: Presents an effective introduction to the topic, identifying the objectives, ideas, and principles that are included in the oral/audiovisual presentation.						
2. Coherence and Clarity: Presentation is organized and coherent and can be easily followed. Presentation projects the concepts in a comprehensible manner and reflects a clear and consistent focus.						
3. Content Mastery: Demonstrates mastery of the topic or subject of discussion and properly explains the content without incurring in errors.						
4. Resources/Material Support Presentation: Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources and material presented or discussed in class.						
5. Captivated Audience: Captures the attention and interest of the audience and encourages participation, if applicable.						
6. High Level of Comprehension: Demonstrates a clear understanding of significant ideas and projects a high level of comprehension.						
7. Text Format and Visual Design: Text and visual design effectively fulfill their purpose and are appropriate for the audience.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Language Criteria						
8. Oral and Written Proficiency: Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.						
9. Academic/Technical Vocabulary: Applies academic/technical vocabulary effectively and correctly to convey the message.						
10. Conventions: Uses proper and correct grammar. Text is free of errors.						
Totals (70% for Content and 30% for Language)						Total Points _____

Content Criteria (70%)	Subtotals per Criterion
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Resources/Material Support Presentation	
Captivated Audience	
High Level of Comprehension	
Text Format and Visual Design	
Language Criteria (30%)	
Oral and Written Proficiency	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: <u> </u>/50 Grade: _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Note: Insert all evaluator’s assessed documents every week in the digital portfolio.

Facilitator’s Signature: _____ **Date:** _____

Apéndice I
Autorreflexión Aplicada

Appendix I
Applied Self-Reflection

Apéndice I**Autorreflexión Aplicada**

Nombre del estudiante: _____ **Fecha:** _____

Instrucciones: Complete la(s) pregunta(s) que determine el facilitador usando palabras, oraciones, dibujos o historias. El facilitador puede elegir otros temas para que complete la autorreflexión. Sea honesto y apunte ideas que sean importantes y valiosas para usted. Para evaluar cada autorreflexión, se utilizará el Apéndice C. En las siguientes páginas, encontrará una explicación de lo que es un diario reflexivo, sus beneficios, el formato y algunas preguntas adicionales. Léalo cuidadosamente antes de comenzar a escribir sus autorreflexiones.

1. ¿Qué conocimiento previo traje a la clase esta semana?
2. ¿Cuáles eran mis expectativas para esta semana? ¿Las cumplí?
3. ¿Cuál fue mi mayor logro esta semana, cómo lo aplicaré a mi vida personal o trabajo?
4. ¿Cuál fue mi mayor reto esta semana, qué pasos tomé o tomaré para superarlo?
5. ¿Cuál es la prioridad #1 que deseo realizar antes del próximo taller, cómo lo lograré?
6. ¿Cuáles fueron algunos conceptos, factores e ideas que yo descubrí/aprendí esta semana?
Recuerde que tal vez esté familiarizado con el concepto; trate de escribir algo nuevo sobre el mismo.
7. ¿En qué área específica necesito ayuda, qué puedo hacer para ayudarme a mí mismo?
8. ¿Alcancé mis metas esta semana? Si es así, ¿qué hice específicamente para ayudarme? Si no, ¿qué puedo hacer para mejorar este aspecto, qué haré de manera diferente la próxima vez?
9. ¿Qué hice específicamente para contribuir al aprendizaje de mis compañeros esta semana?
¿Qué aprendí de ellos?
10. ¿Sobre qué quiero aprender más y por qué?
11. ¿Cómo crecí, mejoré y me desarrollé esta semana? Sea específico; explique cómo aplicará esto a su vida personal o profesional.

Appendix I

Applied Self-Reflection

Directions: Complete the question/questions below determined by the facilitator using words, sentences, pictures, or stories. The facilitator may specify other topics. Be honest and record ideas that are important and meaningful to you. Self-reflections will be evaluated using Appendix C: The Writing Process Six-Trait Analytic Writing Rubric. On the next page, you will find an explanation of what a reflective journal is, its benefits, format, and some additional questions. Read this carefully before working on your reflective journal.

1. What prior knowledge did I bring to the class this week?
2. What were my expectations for this week? Were they fulfilled?
3. What was my greatest accomplishment this week, and how will I apply it in my personal life or place of work?
4. What was my greatest challenge this week, and what steps did I take or will take to overcome it?
5. What is the #1 priority that I need to accomplish before the next workshop, and how will I achieve it?
6. What were some important concepts, factors and ideas that I discovered/learned this week? Remember that you may have already heard or known about the concept before; if so, try to write something new about it.
7. In what specific area do I still need help, and what can I do to help myself?
8. Did I reach my goals for this week? If so, what did I specifically do to help myself? If not, what can I do to improve, and what will I do differently next time?
9. What did I do specifically to contribute to my peers' learning this week? What did I learn from them?
10. What do I want to learn more about and why?
11. How did I grow, improve, and develop myself this week? Be specific. Explain how you will apply this to your personal or work life.

What Is a Reflective Journal?

A reflective journal is a steadily growing document where learners record their reflections and thoughts on what they are learning required for their degree area and application to real-life job situations.

Benefits

By keeping a record of their teaching and learning experiences, students are able to push themselves forward on their professional development journey. There's an old saying that states, "You don't know what you know until you've written it down." Several research studies have found this to be true. By writing what you've learned, you can track the progress you've made, and you can also begin to notice the gaps in your knowledge and skills as a dual language professional.

Format

You may write your journal in a free flowing essay form or respond to the following entries (questions) that may apply for a particular workshop session:

- Two main ideas/concepts I found particularly useful in this week's workshop are ...
- Some personal beliefs about teaching and learning that have changed as a result of this workshop are ...
- One concept I learned in this workshop which I may be able to apply in the future is ...
- Some issues that greatly interested me and that I would like to study in greater detail are ...
- I am still unsure about ...
- Some topics which, in my opinion, should have been covered but were not covered are ...
- Some learning strategies that I have used in the past and were reinforced by this workshop are ...
- Some particularly interesting facts I learned in this session are ...

Note: Use the Six-Trait Analytic Writing Rubric found in Appendix C for evaluation purposes.

Vijay Gambhir July 8, 2010

Adapted from: Learning Journals <http://www.audiencedialogue.net/journal.html>

Apéndice J

Rúbrica de dramatización de roles

Appendix J

Role-playing Rubric

Apéndice J

Rúbrica de dramatización de roles

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar las dramatización de roles.

Nombre del estudiante: _____

Fecha: _____

Tema: _____

Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la presentación de juegos/dramatizaciones de rol. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional). Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos y conceptos: Introduce los objetivos efectivamente y proyecta los conceptos de manera comprensible, a través de la presentación, el modelaje o dramatización de rol.						
2. Captación de audiencia: Captura y mantiene la atención e interés del aprendiz del lenguaje inglés (ELL) al introducir la lección y a lo largo de la demostración.						
3. Coherencia y claridad: Presenta la lección organizada, lógica y coherentemente de manera que el ELL puede entenderla con facilidad.						
4. Dominio del material y desempeño: Domina el material y evidencia que comprende el contenido sin cometer errores. Se presenta relajado, bien preparado, seguro de sí mismo y no consulta sus apuntes.						
5. Interacción y evidencia de actividades educativas: Los ELL son el centro de la lección. La interacción entre los alumnos, y entre los estudiantes y el maestro, es significativa y eficaz durante toda la demostración. Las actividades comunicativas que se evidencian en la lección son auténticas, pertinentes y eficaces.						
6. Estrategias, procesos, proyección y técnicas: Implementa estrategias y procesos significativos de asesoramiento, que son apropiados para el grado y la edad, y están basados en las tareas. Demuestra eficazmente la proyección personal, postura corporal y las técnicas de manejo de la clase que mantienen a los estudiantes concentrados en sus tareas todo el tiempo, si aplica.						
7. Medios audiovisuales y tecnológicos: Utiliza los medios audiovisuales y tecnológicos correcta y eficazmente durante la demostración.						

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de lenguaje						
8. Destrezas lingüísticas: Demuestra habilidades lingüísticas, en español, incluyendo el vocabulario, la sintaxis y el flujo de ideas. Aplica el vocabulario académico eficaz y correctamente.						
9. Manejo de la voz: Pronuncia y entona apropiadamente y proyecta su voz de manera eficaz y clara.						
10. Propiedad y corrección: Usa la gramática con propiedad y corrección.						
Totales (70 % de contenido y 30 % de lenguaje)						Total de puntos _____

Criterios de contenido (70 %)	Subtotales por criterio
Objetivos y conceptos	
Captación de audiencia	
Coherencia y claridad	
Dominio del material y desempeño	
Interacción y evidencia de actividades educativas	
Estrategias, procesos, proyección y técnicas	
Medios audiovisuales y tecnológicos	
Criterios de lenguaje (30 %)	
Destrezas lingüísticas	
Manejo de la voz	
Propiedad y corrección	
TOTAL (Sume todos los subtotales para determinar la puntuación y calificación final.)	Puntuación final: ____/50 Calificación: _____

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____ **Fecha:** _____

Appendix J

Role-playing Rubric

Students and facilitators are required to use this rubric to evaluate students' role-playing.

Student's Name: _____ Date: _____

Topic: _____ Workshop Number: _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students' role-playing**.
2. Apply the points that best reflect the student's role playing as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives and Concepts: Introduces the objectives effectively through a presentation, modeling, or role playing that clearly demonstrates the concepts in a comprehensible manner.						
2. Captivated Audience: Captures the attention and interest of the English Language Learner (ELL) at the introduction of the lesson and maintains it throughout the duration of the lesson.						
3. Coherence and Clarity: Presents the lesson in an organized, logical, and coherent manner that can be easily understood by the ELL.						
4. Mastery of Content and Performance: Demonstrates mastery of the topic or subject of discussion by effectively demonstrating knowledge of content without incurring in errors. Appears relaxed, well-prepared, self-confident, and does not refer to notes.						
5. Interaction and Evidence of Educational Activities: ELLs are the center of the lesson. Interaction among the students and between students and teacher is meaningful and effective at all times during the lesson. Communicative activities demonstrated in the lesson are authentic, relevant, and effective.						
6. Strategies, Procedures, Projection, and Techniques: Implements meaningful, grade and age-appropriate strategies and task-based assessment procedures. Demonstrates effective personal projection, corporal posture, and effective classroom presentation/management techniques that keep the students on task at all times, if applicable.						
7. Audiovisual Aids and Technology: Uses audiovisual aids and technology properly and effectively during the demonstration.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)	
Language Criteria							
8. Linguistic Skills: Demonstrates linguistic skills in English, including vocabulary, syntax, and flow of ideas. Applies academic vocabulary effectively to convey the message.							
9. Voice: Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.							
10. Conventions: Uses proper and correct grammar.							
Totals (70% for Content and 30% for Language)							Total Points <hr/>

Content Criteria (70%)	Subtotals per Criterion
Objectives and Concepts	
Captivated Audience	
Coherence and Clarity	
Mastery of Content and Performance	
Interaction and Evidence of Educational Activities	
Strategies, Procedures, Projection, and Techniques	
Audiovisual Aids and Technology	
Language Criteria (30%)	
Linguistic Skills	
Voice	
Conventions	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: ___/50 Grade: _____

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____

Appendix K
KWHLAQ CHART

APPENDIX K: KWHLAQ CHART

KWHLAQ Chart-21st. Century Style

K	W	H	L	A	Q
What do I know?	What do I want to know?	How do I find out?	What have I learned?	What action will I take?	What new Questions do I have?

This upgrade group instruction activity developed by Donna Ogle (1986) Re. Upgrade your KWL Chart to the 21st Century (2011, July 21) was retrieved from

Apéndice L
Rúbrica del foro de discusión escrita
Appendix L
Written Discussion Forum Rubric

Apéndice L**Rúbrica del foro de discusión escrita**

Tanto estudiantes como facilitadores deben utilizar esta rúbrica para evaluar los foros de discusión escrita.

Nombre del estudiante: _____ Fecha: _____ Tema: _____
 Taller: _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la discusión escrita en foros. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una "X" en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Criterios	5	4	3	2	1	Comentarios (opcional)
Contenido						
1. Propósito: El propósito o argumento central del escritor es evidente al lector.						
2. Contenido: La presentación de información es relevante, legítima y contesta las preguntas con precisión y argumentos claros que demuestran un análisis profundo del tema. El lector adquiere percepciones importantes.						
3. Organización: Las ideas están organizadas de manera lógica para apoyar el propósito o argumento. Fluyen fácilmente entre sí y están claramente vinculadas con las preguntas del foro. El lector sigue el razonamiento con facilidad.						
4. Cautiva al lector y mantiene su interés al contestar las preguntas.						
5. Pensamiento crítico: Critica el contexto del discurso académico en términos de las suposiciones del estudiante. Integra diferentes maneras epistemológicas y disciplinarias de saber.						
6. Formula conclusiones basadas en lo investigado.						
7. Demuestra que entiende las ideas significativas para alcanzar organizadamente un nivel alto de comprensión.						
Lenguaje						
8. Demuestra dominio del idioma español, incluyendo el vocabulario académico, la sintaxis y el flujo de ideas.						
9. Usa correctamente la ortografía, puntuación y el estilo APA.						
10. Emplea un nivel de formalidad del idioma que es apropiado para el tipo de documento.						
Totales (70 % para contenido y 30 % para lenguaje)						Total de puntos <hr/>

Escala evaluativa	(0-50)
5 - Excelente	45-50 puntos = A
4 - Bueno	40-44 puntos = B
3 - Satisfactorio	35-39 puntos = C
2 - Necesita mejorar	30-34 puntos = D
1 - Inaceptable	0-29 puntos = F

Firma del facilitador: _____

Fecha: _____

Appendix L**Written Discussion Forum Rubric**

Both students and facilitators must use this rubric to evaluate students' written discussion forums.

Student's Name: _____ Date: _____

Topic: _____ Workshop Number: _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students' written discussion forums**.
2. Apply the points that best reflect the student's written discussion forum as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion, and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Criteria	5	4	3	2	1	Comments (optional)	
Content							
1. Purpose: Writer's purpose or central argument is readily apparent to the reader.							
2. Content: Presentation of information is relevant and legitimate and answers questions precisely and with clear arguments which demonstrate an in-depth analysis of the topic. The reader acquires important perceptions.							
3. Organization: Ideas are arranged in a logical order to support the purpose or argument. They flow smoothly from one to another and are clearly linked to the forum questions. The reader can easily follow the lines of reasoning.							
4. The writing hooks the reader and sustains interest upon answering the questions.							
5. Critical Thinking: Critiques context of the academic discourse in terms of the student's assumptions. Integrates different disciplinary and epistemological ways of knowing.							
6. Draws conclusions based on research-based facts.							
7. Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organized manner.							
Language							
8. Demonstrates a command of the English language, including academic vocabulary, syntax, and flow of ideas.							
9. Uses spelling, punctuation, and APA style correctly.							
10. Uses a level of formality of language that is appropriate for the nature of the document.							
Totals (70% for content and 30% for language)							Total Points

Grading Scale	(0-50)
5 – Excellent	45-50 points = A
4 – Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 – Needs Improvement	30-34 points = D
1 – Unacceptable	0-29 points = F

Facilitator's Signature: _____ Date: _____

Apéndice M

Rúbrica del foro de discusión oral

Appendix M

Oral Discussion Forum Rubric

Apéndice M**Rúbrica del foro de discusión oral**

Los estudiantes y los facilitadores deben utilizar esta rúbrica para evaluar los foros de discusión oral.

Nombre del estudiante: _____ **Fecha:** _____
Tema: _____ **Taller:** _____

Instrucciones: Por favor refiérase a los criterios que evalúa y déjese llevar por la escala, de manera que asigne los puntos que mejor reflejen la discusión oral. Cinco corresponde a la máxima puntuación, mientras uno refleja la puntuación mínima. También puede escribir sus comentarios (opcional).

Escriba una “X” en el encasillado que aplique a cada criterio. Para obtener el total, sume los números correspondientes hacia abajo y luego hacia el lado. Utilice la escala evaluativa para determinar la calificación final.

Escala: 5 = Puntuación máxima 1 = Puntuación mínima	5	4	3	2	1	Comentarios (opcional)
Criterios de contenido						
1. Objetivos, ideas y principios: Introduce efectivamente las ideas del tema que discutirá.						
2. Coherencia y claridad: Organiza concisa, coherente y precisamente las ideas. La comunicación es coherente y fácil de seguir y proyecta consistentemente los conceptos con un enfoque claro.						
3. Dominio del contenido: Domina y explica el contenido apropiadamente, sin cometer errores.						
4. Vínculo con el material de la clase: Basa las ideas y argumentos en el material y los recursos de la clase.						
5. Captación de la audiencia: Captura la atención y el interés de la audiencia al emplear un tono adecuado que invita y promueve la participación.						
6. Manejo de la voz: Proyecta la voz claramente, con énfasis y un volumen adecuado. Controla hábilmente la velocidad, el ritmo, las pausas y la entonación.						
7. Alto nivel de comprensión: Evidencia un alto y claro nivel de comprensión de las ideas significativas que expresa.						

Appendix M

Oral Discussion Forum Rubric

Students and facilitators are required to use this rubric to evaluate students' oral discussion forums.

Student's Name: _____ Date: _____

Topic: _____ Workshop Number: _____

Instructions:

1. Please refer to each criterion listed below when evaluating **students' oral discussion forums**.
2. Apply the points that best reflect the student's oral discussion as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Content Criteria						
1. Objectives, Ideas, and Principles: Presents an effective introduction to the ideas of the topic that will be discussed.						
2. Coherence and Clarity: Organizes the ideas in a concise, coherent, and precise manner. Communication is easy to follow and consistently projects the concepts with a clear focus.						
3. Content Mastery: Demonstrates mastery of the topic or subject of discussion and properly explains the content without incurring in errors.						
4. Class Resources/Material Support: Ideas and arguments are well-supported by the material and resources presented in class.						
5. Captivated Audience: Captures the attention and interest of the audience by using an appropriate tone which invites and encourages participation.						
6. Voice Control: Projects voice clearly, with appropriate stress and volume. Skillfully controls speed, rhythm, pauses, and intonation.						
7. High Level of Comprehension: Demonstrates a high and clear level of comprehension of the expressed significant ideas.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	
Language Criteria						
8. Linguistic skills: Demonstrates mastery of oral communication skills in English, including syntax and flow of ideas.						
9. Academic Vocabulary: Applies academic vocabulary effectively and correctly.						
10. Conventions: Uses correct grammar, and the text is free of errors.						
Subtotals (70% for content and 30% for language)						Total Points _____

Content Criteria (70%)	Subtotals per Criteria
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Class Resources/Material Support	
Captivated Audience	
Voice Control	
High Level of Comprehension	
Language Criteria (30%)	
Linguistic Skills	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: <u> </u>/50 Grade: <u> </u>

Grading Scale	(0-50)
5 - Excellent	45-50 points = A
4 - Good	40-44 points = B
3 - Satisfactory	35-39 points = C
2 - Needs Improvement	30-34 points = D
1 - Unacceptable	0-29 points = F

Facilitator's Signature: _____ **Date:** _____

Appendix N: Weekly Student Portfolio Self-Assessment

Name: _____ **Course:** _____ **PT:** _____ **Facilitator:** _____ **Week:** ____ **Language:** _____

Dear Student: This form will assist you in monitoring your portfolio’s content and determining the strengths and weaknesses of your writing in English and in Spanish on **weekly** bases.

Part I: Read the statements below. Write the numbers that most honestly reflect your weekly self-assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

- _____ 1. My portfolio contains all of the content and language items required by the facilitator for the week.
- _____ 2. My portfolio provides strong evidence of my content and language improvement in the Course during the week.
- _____ 3. My portfolio provides strong evidence of my ability to report factual and research Information during weekly classes.
- _____ 4. My portfolio provides strong evidence of my ability to write professionally in English and in Spanish during weekly activities and assignments.
- _____ 5. My portfolio provides strong evidence of my ability to think and write creatively in English and in Spanish in weekly assignments and activities.

Part II: On the lines below, write the **weekly** topic of each assignment. Rate your *effort* for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece. You must include content knowledge and language skills items.

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

Part III: In assessing my overall **weekly** *performance portfolio* experience, I find it to be:

Very satisfactory _____ Satisfactory _____
 Somewhat satisfactory _____ Unsatisfactory _____

Explain your answer:

Part IV: In the spaces below list your **weekly** general content and language goals (English and Spanish) for the next PT and two areas you plan to concentrate on for each goal.

Content Knowledge

Spanish

Goal: _____

Areas: _____

1. _____

2. _____

English

Goal: _____

Areas: _____

1. _____

2. _____

Language Proficiency

Spanish

Goal: _____

Areas:

1. _____

2. _____

English

Goal: _____

Areas:

1. _____

2. _____

Source: From "Portfolio assessment: A work in progress" by D.V. Goerss, *Middle School Journal*, November 1993, Vol 25(2), 20-24. Copyright © 1993 by National Middle School Association.

Note: Insert all completed Self-Assessment Tools in your portfolio before the last day of class. For 5 week classes, two must be in Spanish and three in English. For 8 week classes, four must be in English and four in Spanish. For 10 week courses, five must be in English and five in Spanish. For 15 week classes, seven must be in Spanish and 8 in English.

Appendix O

Weekly Digital Performance Portfolio Progress Self-Assessment

Name: _____ Course: _____ PT: _____ Facilitator: _____ Week: ____ Language: _____

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	RATING
Selection of Artifacts	All artifacts and work samples are clearly and directly related to the purpose of the digital portfolio. A wide variety of artifacts is included.	Most artifacts and work samples are related to the purpose of the digital portfolio.	Some of the artifacts and work samples are related to the purpose of the digital portfolio.	None of the artifacts and work samples is related to the purpose of the digital portfolio.	
Reflections	All reflections clearly describe growth, achievement and accomplishments, and include goals for continued learning (long and short term).	Most of the reflections describe growth and include goals for continued learning.	A few of the reflections describe growth and include goals for continued learning.	None of the reflections describes growth and does not include goals for continued learning.	
	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	None of the reflections illustrates the ability to effectively critique work or provide suggestions for constructive practical alternatives.	
Use of Multimedia	All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose. Accessibility requirements using alternate text for graphics are included in web-based portfolios.	Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest. Most of the graphics include alternate text in web-based portfolios.	Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships. Some of the graphics include alternate text in web-based portfolios.	None of the graphic elements or multimedia contribute to understanding concepts, ideas and relationships. The inappropriate use of multimedia detracts from the content. None of the graphics include alternate text in web-based portfolios.	
	All audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.	Most of the audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.	A few of the audio and/or video files are edited with inconsistent clarity or sound (too loud/too soft/garbled).	Audio and/or video files are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).	
Documentation & Copyright	All images, media and text follow copyright guidelines with accurate citations. All content throughout the digital portfolio displays the appropriate copyright permissions.	Most images media or text elements created by others are cited with accurate, properly formatted citations.	Some of the images, media or text created by others are not cited with accurate, properly formatted citations.	No images, media or text created by others are cited with accurate, properly formatted citations.	

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	RATING
Ease of Navigation	<p>The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the Table of Contents, and all external links connect to the appropriate website or file.</p>	<p>The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the Table of Contents. Most of the external links connect to the appropriate website or file.</p>	<p>The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the Table of Contents, but in other places the links do not connect to preceding pages or to the Table of Contents. Some of the external links do not connect to the appropriate website or file.</p>	<p>The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the Table of Contents. Many of the external links do not connect to the appropriate website or file.</p>	
Layout and Text Elements	<p>The digital portfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. Use of font styles (italic, bold, underline) is consistent and improves readability.</p> <p>Horizontal and vertical white space alignment are used appropriately to organize content.</p>	<p>The digital portfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. Use of font styles (italic, bold, underline) is generally consistent.</p> <p>Horizontal and vertical white space alignment are generally used appropriately to organize content.</p>	<p>The digital portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings and text or inconsistent use of font styles (italic, bold, underline). Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content. Horizontal and vertical white space alignment are sometimes used inappropriately to organize content.</p>	<p>The digital portfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline). Many formatting tools are under or over-utilized and decrease the readers' accessibility to the content.</p> <p>Horizontal and vertical white space alignment are used inappropriately, and the content appears disorganized and cluttered.</p>	
	<p>Color of background, fonts, and links enhance the readability and aesthetic quality, and are used consistently throughout the digital portfolio.</p>	<p>Color of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the digital portfolio.</p>	<p>Color of background, fonts, and links decrease the readability of the text, are distracting and used inconsistently in some places throughout the digital portfolio.</p>	<p>Color of background, fonts, and links decrease the readability of the text, are distracting and used inconsistently throughout the digital portfolio.</p>	

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	RATING
Captions	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	None of the artifacts is accompanied by a caption that clearly explains the importance of the item including title, author, and date.	
Writing Mechanics	There are no errors in grammar, capitalization, punctuation, and spelling.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.	

University of Wisconsin. 2001-2011. [Joan Vandervelde](#).

Note: Insert the Weekly Digital Performance Portfolio Progress Self-Assessment form in your portfolio before the last day of class. For 5 week classes, two must be in Spanish and three in English. For 8 week classes, four must be in English and four in Spanish. For 10 week courses, five must be in English and five in Spanish. For 15 week classes, seven must be in Spanish and 8 in English.

Appendix P: Student-Facilitator Feedback Form

Name: _____ **Course:** _____ **PT:** _____ **Facilitator:** _____ **Week:** ____ **Language:** _____

	Strengths	Weaknesses	Improvement Ideas
Comments provided by the Facilitator			
Responses and Commends provided by the Adult Student			

The Student-Facilitator Feedback Form will contain information pertaining to strengths and weaknesses found in the portfolios provided to the facilitator for feedback in **Workshop Three** for five week courses and **Workshop Four** for eight week courses, **Workshop Five** for ten week courses and **Workshop Seven** for fifteen week courses. The facilitator shall provide recommendations for improvement, as applicable. Comments and responses must reflect assessment observations for Spanish and English progress within the discipline.

Appendix Q: Use and Discard of Performance Portfolio

I, _____, grant permission to the Campus Administration to keep in their records an electronic copy of my *performance portfolio*. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that it is not going to be disclosed without my consent to other entities. I recognize that I will not be able to recover the electronic copy submitted and therefore I am keeping a copy of my performance portfolio.

By signing this document I authorize the Campus Administration to keep an electronic copy of my *performance portfolio* for up to 3 years and discard it at the end of this period of time.

Student's Name (print)

Student's Signature

Date



Appendix R: Assessment of Skills Performance Rubric (For use by the Facilitator Only)

University: _____

Student's Name: _____ SPANISH ENGLISH **Date:** _____

Facilitator's Name: _____ **Course:** _____

Instructions: Each facilitator must fill out this form for each student and use it as part of the final evaluation of the course digital portfolio. Please refer to the *Digital Performance Portfolio Assessment Handbook* for more detailed instructions.

Criteria	Description	Demonstrates Total Mastery 5	Demonstrates Sufficient Mastery 4	Demonstrates Partial Mastery 3	Demonstrates Minimal Mastery 2	Does Not Master 1	Not Evident 0	Points
Course Content	Presents information divided by workshops and related to the course objectives and the assessment and evaluation activities developed in the course.	Presents all evidence of work developed in the course, aligned to the course objectives, activities, and assessment.	Presents some evidence of work developed in the course, aligned to the course objectives, activities, and assessment.	Presents 50% of the evidence of work developed in the course, aligned to the course objectives, activities, and assessment.	Presents minimal evidence of work developed in the course, aligned to the course objectives, activities, and assessment.	Presents no evidence of work developed in the course.		
Critical Thinking (<i>Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge</i>)	Demonstrates personal and academic progress in the use of the levels of critical thinking by means of critical application reflections, research work, and others.	Manifests considerable academic and personal progress in the use of the levels of critical thinking, focusing on <i>evaluation</i> and <i>synthesis</i> .	Manifests moderate academic and personal progress in the use of the levels of critical thinking, focusing on <i>analysis</i> and <i>application</i> .	Manifests some academic and personal progress in the use of the levels of critical thinking, focusing on <i>comprehension</i> and <i>knowledge</i> .	Manifests minimal academic and personal progress in the use of the levels of critical thinking.	Does not manifest academic and personal progress in the use of the levels of critical thinking.		

Criteria	Description	Demonstrates Total Mastery 5	Demonstrates Sufficient Mastery 4	Demonstrates Partial Mastery 3	Demonstrates Minimal Mastery 2	Does Not Master 1	Not Evident 0	Points
Technological Skills	Uses technological elements and tools in the preparation of works/tasks and the elaboration of the portfolio, according to the course content and format.	Demonstrates great interest in technological elements and tools and always uses them to support the preparation and elaboration of works/tasks and the portfolio.	Demonstrates sufficient interest in technological elements and tools and uses them to support the preparation and elaboration of works/tasks and the portfolio.	Demonstrates some interest in technological elements and tools and uses some of them to support the preparation and elaboration of works/tasks and the portfolio.	Demonstrates minimal interest in technological elements and tools and scarcely uses them in the preparation and elaboration of works/tasks and the portfolio.	Demonstrates no interest in technological elements and tools and does not use them in the preparation and elaboration of works/tasks and the portfolio.		
Initiative, Ethics, and Leadership	Offers information and additional evidence that go beyond the work assigned in class or required for the course, and is supported by reliable sources.	Presents much additional information related to the course and supported by reliable sources.	Presents some additional information related to the course and supported by reliable sources.	Presents very little additional information related to the course.	Presents some information, but it is <u>not</u> related to the course.	Does not present additional information.		

Criteria	Description	Demonstrates Total Mastery 5	Demonstrates Sufficient Mastery 4	Demonstrates Partial Mastery 3	Demonstrates Minimal Mastery 2	Does Not Master 1	Not Evident 0	Points
Listening Skills	Demonstrates a discerning approach to listening in the language of the workshop by taking notes, maintaining eye contact with the presenter, asking relevant questions, offering productive feedback, and exhibiting professional behavior.	Demonstrates, at all times, a great interest in listening in the language of the workshop and exhibits positive body language.	Demonstrates some interest in listening in the language of the workshop and exhibits fairly positive body language.	Pays attention and listens in the language of the workshop only 50% of the time and body language demonstrates little interest.	Demonstrates minimal attentiveness, listening, and interest in the language of the workshop.	Does not demonstrate attentiveness nor interest in the language of the workshop.		
Oral Skills	Masters oral communication skills in the language of the workshop, including vocabulary, syntax, flow of ideas and grammar, and projects a clear voice with good control of volume, speed, pronunciation, rhythm, and intonation; demonstrates netiquette in oral discussion forums.	Demonstrates excellent oral skills in the language of the workshop at all times, capturing the attention and interest of the audience and encouraging its participation, if applicable.	Demonstrates good linguistic and oral communication skills in the language of the workshop most of the time.	Oral communication skills and abilities in the language of the workshop need improvement in at least 50% of the presentations.	Demonstrates minimal oral communication skills and abilities in the language of the workshop.	Does not demonstrate oral communication skills nor abilities in the language of the workshop.		

Criteria	Description	Demonstrates Total Mastery 5	Demonstrates Sufficient Mastery 4	Demonstrates Partial Mastery 3	Demonstrates Minimal Mastery 2	Does Not Master 1	Not Evident 0	Points
Reading Skills	Researches a variety of reliable resources in the language of the workshop, taking notes of the most important information, making inferences (predictions, conclusions, hypotheses), understanding the implicit and explicit concepts found in the readings, activating prior knowledge to elaborate the text meaning, and recognizing text elements which help comprehend its meaning; uses text clues to define new vocabulary.	Demonstrates excellent reading comprehension skills, in the language of the workshop, of different genres and resources, completing researches and required readings effectively and efficiently.	Demonstrates good reading skills, in the language of the workshop, and comprehends the concepts most of the time, completing researches and readings fairly effectively and efficiently.	Demonstrates some reading skills in the language of the workshop, but needs to implement better comprehension skills in order to effectively complete researches and required reading.	Demonstrates minimal reading and comprehension skills in the language of the workshop.	Does not demonstrate reading nor comprehension skills in the language of the workshop.		

Criteria	Description	Demonstrates Total Mastery 5	Demonstrates Sufficient Mastery 4	Demonstrates Partial Mastery 3	Demonstrates Minimal Mastery 2	Does Not Master 1	Not Evident 0	Points
Writing Skills	Masters writing communication skills in both languages, using the appropriate level of formality required for the type of document, demonstrating mastery of the language of the workshop, including vocabulary, syntax, spelling, grammar, punctuation, and flow of ideas; demonstrates comprehension of important ideas in the writings; demonstrates netiquette in written discussion forums.	Demonstrates excellent writing skills in the language of the workshop in all writings; papers/projects are well organized and capture and maintain the reader's interest.	Demonstrates good writing skills in the language of the workshop most of the time and has few spelling, grammatical, and drafting errors.	Demonstrates some writing skills in the language of the workshop, but has several spelling, grammatical, and drafting errors.	Demonstrates minimal writing skills in the language of the workshop and has many spelling, grammatical, and drafting errors.	Writing in the language of the workshop is very poor, and there are many errors.		

	Total Points	
	Content Competencies and Language Sills (English and Spanish) Final Grade	

INSTRUCTIONS: Add all the points and write the total in the column next to the heading **Total Points**. Next, use the **GRADING SCALE** found on next page to obtain the final grade for content mastery and linguistic proficiency (English and Spanish) which are evidenced in the portfolio. Enter this grade in the column next to the heading **Content Competencies and Language Sills (English and Spanish) Final Grade**. This sheet is exclusively for the facilitator's use.

STUDENT'S NAME: _____ UNIVERSITY: _____
 FACILITATOR'S NAME: _____ COURSE: _____
 DATE: _____ CAMPUS: _____

Insert the scores and grade from the Assessment of Learning Portfolio Rubric for each of the languages below:

Spanish Assessment of Learning:

English Assessment of Learning:

TOTAL POINTS: _____
 GRADE: _____

TOTAL POINTS: _____
 GRADE: _____

Follow these steps to obtain the final grade for the assessment of learning in both languages:

1. Add the total points from the Spanish Assessment of Learning column and the English Assessment of Learning column.
2. Divide the sum of the two scores by two.
3. Use the grading scale provided on this document to obtain the grade.
4. Insert the information below:

Dual Language Assessment of Learning:

TOTAL POINTS: _____

GRADE: _____

GRADING SCALE (0 - 40)	
5 - Excellent	36 - 40 puntos = A
4 - Good	31 - 35 puntos = B
3 - Satisfactory	26 - 30 puntos = C
2 - Needs Improvement	21 - 20 puntos = D
1 - Unacceptable	0 - 20 puntos = F



Apéndice R: Rúbrica Evaluativa de Desarrollo de Destrezas (Para uso del facilitador solamente)

Universidad: _____

Nombre del estudiante: _____ ESPAÑOL INGLÉS Fecha: _____

Nombre del facilitador: _____ Curso: _____

Instrucciones: Cada facilitador debe llenar este formulario para cada estudiante y utilizarlo como parte de la evaluación final del portafolio digital del curso. Favor referirse al *Digital Performance Portfolio Assessment Handbook* para instrucciones más detalladas.

Criterio	Descripción	Domina totalmente 5	Domina bastante 4	Domina parcialmente 3	Domina poco 2	No domina 1	No hay evidencia 0	Puntos
Contenido del curso	Presenta la información, dividida por talleres, relacionada a los objetivos del curso y a las actividades de evaluación y de avalúo desarrolladas en el curso.	Presenta todas las evidencias de trabajo desarrolladas en el curso, alineadas a los objetivos del curso, actividades y avalúo.	Presenta algunas evidencias de trabajo desarrolladas en el curso, alineadas a los objetivos del curso, actividades y avalúo.	Presenta el 50 % de las evidencias de trabajo desarrolladas en el curso, alineadas a los objetivos del curso, actividades y avalúo.	Presenta muy pocas evidencias de trabajo desarrolladas en el curso, alineadas a los objetivos del curso, actividades y avalúo.	No presenta las evidencias de trabajo desarrolladas en el curso.		
Pensamiento crítico (<i>evaluación, síntesis, análisis, aplicación, comprensión, conocimiento</i>)	Demuestra un progreso personal y académico en el uso de los niveles de pensamiento crítico a través de reflexiones de aplicación crítica, trabajos de investigación y otros.	Manifiesta un progreso académico y personal considerable en el uso de los niveles de pensamiento crítico con enfoque en <i>evaluación</i> y <i>síntesis</i> .	Manifiesta un progreso académico y personal moderado en el uso de los niveles de pensamiento crítico con enfoque en el nivel de <i>análisis</i> y <i>aplicación</i> .	Manifiesta algún nivel de progreso académico y personal en el uso de los niveles de pensamiento crítico con enfoque en el nivel de <i>comprensión</i> y <i>conocimiento</i> .	Manifiesta poco progreso académico y personal en el uso de los niveles de pensamiento crítico.	No manifiesta progreso académico y personal en el uso de los niveles de pensamiento crítico.		

Criterio	Descripción	Domina totalmente 5	Domina bastante 4	Domina parcialmente 3	Domina poco 2	No domina 1	No hay evidencia 0	Puntos
Destrezas tecnológicas	Utiliza elementos y herramientas tecnológicas en la preparación de trabajos y la confección del portafolio, acorde con el contenido y formato del curso.	Demuestra gran interés en los elementos y herramientas tecnológicas y siempre utiliza las mismas para apoyar los trabajos y la confección del portafolio.	Demuestra bastante interés en los elementos y herramientas tecnológicas y utiliza las mismas para apoyar los trabajos y la confección del portafolio.	Demuestra algún interés en los elementos y herramientas tecnológicas y utiliza algunas para apoyar los trabajos y la confección del portafolio.	Demuestra poco interés en los elementos y herramientas tecnológicas y las utiliza muy poco en los trabajos y la confección del portafolio.	No demuestra interés en los elementos y herramientas tecnológicas ni utiliza las mismas en los trabajos y la confección del portafolio.		
Iniciativa, ética y liderazgo	Ofrece información y evidencias adicionales que van más allá de lo asignado en clase o requerido para el curso, apoyándose en fuentes confiables.	Presenta mucha información adicional relacionada con el curso, apoyándose en fuentes confiables.	Presenta alguna información relacionada con el curso, apoyándose en fuentes confiables.	Presenta muy poca información adicional relacionada con el curso.	Presenta alguna información, pero <u>no</u> guarda relación con el curso.	No presenta información adicional.		

Criterio	Descripción	Domina totalmente 5	Domina bastante 4	Domina parcialmente 3	Domina poco 2	No domina 1	No hay evidencia 0	Puntos
Destrezas auditivas	Demuestra un enfoque de discernimiento para escuchar en el idioma del taller, tomando apuntes, manteniendo contacto visual con el presentador, haciendo preguntas relevantes, ofreciendo retroalimentación productiva y manifestando un comportamiento profesional.	Demuestra alto interés en todo momento en escuchar en el idioma del taller y manifiesta un lenguaje corporal positivo.	Demuestra algún interés en escuchar en el idioma del taller y manifiesta un lenguaje corporal relativamente positivo.	Presta atención auditiva en el idioma del taller solamente el 50 % del tiempo y su lenguaje corporal demuestra poco interés.	Demuestra atención auditiva e interés mínimo en el idioma del taller.	No demuestra atención auditiva ni interés en el idioma del taller.		
Destrezas orales	Domina las destrezas de comunicación oral en el idioma del taller, incluyendo el vocabulario, la sintaxis, el flujo de ideas, la gramática y la proyección de voz clara, con buen control del volumen, velocidad, pronunciación, ritmo y entonación; demuestra netiqueta en los foros de discusión oral.	Demuestra excelentes habilidades orales en el idioma del taller en todo momento, capturando la atención e interés de la audiencia y promoviendo su participación, si aplica.	Demuestra buenas habilidades lingüísticas y destrezas de comunicación oral en el idioma del taller la mayor parte del tiempo.	Necesita mejorar sus habilidades y destrezas de comunicación oral en el idioma del taller en por lo menos 50 % de sus presentaciones.	Demuestra habilidades y destrezas de comunicación oral mínimas en el idioma del taller.	No manifiesta habilidades ni destrezas de comunicación oral en el idioma del taller.		

Criterio	Descripción	Domina totalmente 5	Domina bastante 4	Domina parcialmente 3	Domina poco 2	No domina 1	No hay evidencia 0	Puntos
Destrezas de lectura	Examina variedad de recursos confiables en el idioma del taller, tomando apuntes de lo fundamental, elaborando inferencias (predicciones, conclusiones, hipótesis), comprendiendo los conceptos implícitos y explícitos de la lectura, activando sus conocimientos previos para elaborar el significado del texto y reconociendo elementos del texto que ayudan a comprender su significado; utiliza pistas del contexto para definir nuevo vocabulario.	Demuestra excelentes habilidades de comprensión de lectura, en el idioma del taller, de diferentes géneros y recursos, realizando las investigaciones y lecturas requeridas de manera eficaz y eficiente.	Demuestra buenas destrezas de lectura en el idioma del taller y logra comprensión de los conceptos la mayor parte del tiempo, realizando investigaciones y lecturas bastante eficaces y eficientes.	Manifiesta algunas destrezas de lectura en el idioma del taller, pero necesita implementar mejores habilidades de comprensión para realizar las investigaciones y lecturas requeridas de manera eficaz.	Demuestra destrezas mínimas de lectura y de comprensión en el idioma del taller.	No manifiesta destrezas de lectura ni habilidades de comprensión de lectura en el idioma del taller.		

Criterio	Descripción	Domina totalmente 5	Domina bastante 4	Domina parcialmente 3	Domina poco 2	No domina 1	No hay evidencia 0	Puntos
Destrezas de escritura	Domina las destrezas de comunicación escrita en ambos idiomas, empleando un nivel de formalidad del idioma apropiado para el tipo de documento, demostrando dominio del idioma del taller, incluyendo el vocabulario, la sintaxis, la ortografía, la gramática, la puntuación y el flujo de ideas; demuestra comprensión de las ideas significativas en sus redacciones; demuestra netiqueta en los foros de discusión escrita.	Demuestra excelentes habilidades de escritura en el idioma del taller en todas sus redacciones; los trabajos están bien organizados, cautivan al lector y mantienen su interés.	Demuestra buenas habilidades de escritura en el idioma del taller la mayor parte del tiempo y presenta algunos errores ortográficos, gramaticales y de redacción.	Manifiesta algunas destrezas de escritura en el idioma del taller, pero presenta varios errores ortográficos, gramaticales y de redacción.	Demuestra destrezas mínimas de escritura en el idioma del taller y con muchos errores ortográficos, gramaticales y de redacción.	La redacción es muy pobre en el idioma del taller y presenta muchos errores.		

	Total de puntos	
	Calificación final de las competencias del contenido y destreza de idiomas (inglés y español)	

INSTRUCCIONES: Sume todos los puntos y anote el total en la columna al lado del encabezamiento, ***Total de puntos***. Luego, utilice la ***ESCALA EVALUATIVA*** que se encuentra en la **página 98** para obtener la calificación para las competencias del contenido y destreza de idiomas (inglés y español) que aparecen evidenciadas dentro del portafolio. Entre la misma en la columna al lado del encabezamiento, ***Calificación final del portafolio***. Esta hoja es solo para uso del facilitador.

Appendix S Speaking Rubric

Students and facilitators are required to use this rubric to evaluate students' speaking skills.

Student's Name: _____ Date: _____

Topic: _____ Workshop: _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the **student's speaking skills**.
2. Apply the points that best reflect the student's speaking skills as follows: (**5 = Highest, 1 = Lowest**)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Criteria						
1. Body Language: Demonstrates appropriate nonverbal communication, where thoughts, intentions, or feelings are expressed by physical behaviors, including facial expressions, posture, gestures, movement, touch, and use of space.						
2. Eye Contact: Maintains visual contact with the audience and establishes a balance when consulting notes.						
3. Voice: Projects voice clearly, with appropriate emphasis, strength, volume, rhythm, and intonation; controls speed and pauses.						
4. Vocabulary: Uses appropriate vocabulary to adequately express ideas with a language that is clear, precise, and grammatically correct.						
5. Pronunciation: Pronounces words clearly, distinctly, and fluently; transmits message eloquently and coherently.						
TOTALS						Total Points _____

Grading Scale	(0 - 25)
5 - Excellent	23 - 25 points = A
4 - Good	20 - 22 points = B
3 - Satisfactory	18 - 19 points = C
2 - Needs Improvement	15 - 17 points = D
1 - Unacceptable	0 - 14 points = F

Facilitator's Signature: _____

Date: _____

Appendix T Listening Rubric

Students and facilitators are required to use this rubric to evaluate students' listening skills during targeted planned activities and tasks, such as listening to videos, PowerPoint presentations, oral presentations, discussion forums, and facilitator's readings, among others.

Student's Name: _____ Date: _____

Topic: _____ Workshop: _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the student's listening skills as indicated above.
2. Apply the points that best reflect the student's listening skills as follows: (5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Criteria						
1. Attention: Focuses attention on the speaker's lips, facial expressions, gestures, and body language to gain greater insight into the topic.						
2. Feedback: Provides specific, user-friendly, and positive feedback that can help the speaker reach his/her goals, if applicable.						
3. Questions: Asks related and relevant questions, and seeks clarification when needed.						
4. Non-verbal Cues: Is aware of his/her own body language and is mindful that posture, demeanor, and facial expressions, such as a nod and a smile, are open and inviting, putting the speaker at ease.						
5. Understanding of Content: Demonstrates understanding by providing answers that are accurate and relevant to the ideas and information presented; includes specific details in his/her responses.						
6. Respect and Courtesy: Refrains from needlessly interrupting the speaker, avoids making assumptions, demonstrates empathy, and is non-judgmental; asserts his/her opinion respectfully.						
7. Response to Guided Questions: Demonstrates understanding by providing accurate, precise, and relevant answers to guiding questions provided by the facilitator.						
8. Paraphrasing: Paraphrases the speaker appropriately to verify that his/her interpretation is accurate.						
TOTALS						Total Points

Grading Scale	(0 - 40)
5 - Excellent	36 - 40 points = A
4 - Good	32 - 35 points = B
3 - Satisfactory	28 - 31 points = C
2 - Needs Improvement	24 - 27 points = D
1 - Unacceptable	0 - 23 points = F

Facilitator's Signature: _____

Date: _____

Appendix U

Reading Comprehension Rubric

Students and facilitators are required to use this rubric to evaluate students' reading comprehension skills during targeted planned activities and tasks, such as reading books, articles, journals, colleagues' works, postings on written discussion forums, and information accessed on the Internet, among others.

Student's Name: _____

Date: _____

Topic: _____

Workshop: _____

Instructions:

1. Please refer to each criterion listed below in order to evaluate the student's reading comprehension skills, as indicated above.
2. Apply the points that best reflect the student's reading comprehension skills as follows:
(5 = Highest, 1 = Lowest)
3. Place an "X" in the box that applies for each criterion and feel free to write any comments.
4. To obtain the **Final Total Score**, add the corresponding numbers down and then across.
5. Use the **Grading Scale** to apply the final grade.

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)
Criteria						
1. Purpose: Establishes a clear and focused purpose prior to reading.						
2. Prior Knowledge: Makes numerous connections which activate prior knowledge; makes elaborate and valid text-to-self, text-to-text, and text-to-real world connections.						
3. Main Idea: Identifies a main idea and uses supporting details from the text to demonstrate an overall understanding.						
4. Text Features: Analyzes text features to facilitate comprehension and demonstrate understanding of the text; refers to text features and correlates their importance to the content of the text.						
5. Questioning: Consistently demonstrates understanding of questioning before, during, and after reading; asks challenging questions that demonstrate higher level thinking and raise issues to think about.						
6. Sensory Imagery: Provides elaborately visualized descriptions when expressing through writing, drawing, and/or discussion.						
7. Monitoring of Comprehension: Uses a variety of strategies (e.g. reread, adjust reading rate, use word parts and context clues) to monitor comprehension automatically and effectively to clarify confusion, answer questions about the text, and build meaning when comprehension breaks down.						

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (optional)	
8. Predicting/Drawing Conclusions/ Making Inferences: Develops insightful predictions and conclusions that include connections between the text and the reader’s knowledge, beliefs, and ideas; recognizes subtle clues in selection to make valid inferences.							
9. Summarizing/Synthesizing: Summarizes in own words by connecting details, facts, and information from throughout the text, identifying main points and elaborating with evidence.							
10. Interpretation of Vocabulary: Decodes meanings of unfamiliar words by applying word structure, origin, and context clues							
11. Compare and Contrast: Analyzes similarities and differences by elaborating with well-chosen examples that demonstrate understanding of the text.							
12. Cause and Effect: Analyzes text and makes in-depth connections to interpret the relationship between cause and effect.							
13. Fact and Opinion: Expresses an opinion and uses specific evidence/facts to support the opinion and enhance interpretation of the text.							
14. Extends Information Beyond the Text: Consistently and accurately applies information in the text to own life, world, and/or profession.							
15. Evaluates Reasoning: Evaluates reasoning of ideas and themes and makes solid, defensible judgments about ideas and concepts related to the text.							
TOTALS							Total Points _____

<u>Grading Scale</u>	(0 - 75)
5 - Excellent	68 - 75 points = A
4 - Good	60 - 67 points = B
3 - Satisfactory	53 - 59 points = C
2 - Needs Improvement	45 - 52 points = D
1 - Unacceptable	0 - 44 points = F

Facilitator’s Signature: _____

Date: _____

THIS HANDBOOK IS APPROVED TO BE USED BY:

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Authorized by: Maryland Higher Education Commission

The Maryland Higher Education Commission (MHEC) is the Board of Education of the State of Maryland responsible for setting state policy for universities and public and private colleges and vocational schools for profit. MHEC also administers financial aid programs in the state that affect students statewide.

Authorized by: Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) is the board of education of the State of Texas responsible for setting state policy for universities and public and private colleges and vocational schools for profit. THECB also administers financial aid programs in the state that affect students statewide. For more information, visit the website: <http://www.thecb.state.tx.us/>

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