

## 2. Grids/Rubrics

ANALYTIC ASSESSMENT RUBRIC FOR CONTENT AND LANGUAGE								
CONTENT	Criteria	5 (Excellent)	4 (Good)	3 (Satisfactory)	2 (Almost satisfactory)	1 (Unsatisfactory)	SCORE	
	<b>Knowledge</b>	Student has acquired all the basic concepts and principles of the topic	Student has acquired most of the basic concepts and principles of the topic	Student has acquired some basic concepts and principles of the topic	Student has acquired only a few basic concepts and principles of the topic	Student hasn't acquired any of the basic concepts and principles of the topic		
	<b>Concepts Classification</b>	Identifies all the concepts, classifies them and formulates verifiable hypotheses on process / problem solving	Identifies most of the concepts, classifies them and formulates verifiable hypotheses on process / problem solving	Identifies some basic concepts, classifies them and formulates simple verifiable hypotheses on process / problem solving	Identifies only a few basic concepts, but isn't able to classify them autonomously and formulates hypotheses on incorrect process / problem solving	Student don't identify the basic concept of the unit/module and formulates hypotheses on incorrect process / problem solving		
	<b>Elaboration</b>	Well structured, correct and comprehensive explanation	Generally well structured, correct and adequate explanation	Sufficient explanation, with a limited number of errors	The explanation shows major deficiencies in terms of logical structuring and formulation	The explanation is severely deficient in terms of logical structuring and formulation		
	<b>Evaluation</b> (Ability to assess own progress)	Excellent personal evaluation	Good personal evaluation	Sufficient personal evaluation	Limited personal evaluation	No personal evaluation		
LANGUAGE	<b>Spoken interaction</b>	Student can present clear, detailed descriptions of topic related subject and can explain a viewpoint giving the advantages and disadvantages of various options	Student can present clear descriptions of topic related subject and can briefly give reasons and explanations	Student can present descriptions of topic related subject in a simple way	Student responds orally to topic related messages with peers' or teacher's help	Student does not respond to oral messages at all		
	<b>Writing</b>	Student writes original sentences correctly when using unfamiliar structures and topic related words	Student writes original sentences with some minor mistakes when using unfamiliar structures and topic related words	Student writes sentences correctly in familiar structures and makes some mistakes when using unfamiliar structures and topic related words	Student writes only simple sentences in familiar structures with some mistakes but does not attempt to use unfamiliar structures and topic related words	Students writes uncomplete and /or incomprehensible sentences/words		
	<b>Reading</b>	Student always reads aloud a text in L2 correctly	Student reads aloud a text in L2 most of the time	Student reads aloud only some sentences in L2 correctly without help	Student reads aloud some sentences in L2 correctly with the peers' or teacher's help	Student reads aloud only a few words in L2 correctly despite significant help from peers or teacher		

**ANALYTIC ASSESSMENT RUBRIC FOR COOPERATIVE WORK**

<b>COOPERATIVE WORK</b>	<b>Criteria</b>	<b>5 (Excellent)</b>	<b>4 (Good)</b>	<b>3 (Satisfactory)</b>	<b>2 (Almost satisfactory)</b>	<b>1 (Unsatisfactory)</b>	<b>SCORE</b>
	<b>Ability to cooperate in a group task</b>	Student consistently performs well as a group member, showing initiative, organization skills and supporting all other group members	Student performs well as a group member most of the time, showing initiative, organising task and supporting all other group members	Student sometimes performs well as a group member, demonstrating some initiative and support for other group members	Student acknowledges membership of the group but does little to help achieve group success	Student does not perform well as a group member at any time	