

ACTFL (World Languages) Portfolio Rubric



You may wish to change your printer settings to “landscape” mode if you have a rubric with many performance columns.

	TARGET	ACCEPTABLE	UNACCEPTABLE
INDICATOR ~1~ ACTFL/CAEP STANDARD 5 PLAN FOR ASSESSMENT	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.
INDICATOR ~2~ FORMATIVE AND SUMMATIVE ASSESSMENT MODELS	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.
INDICATOR ~3~ INTERPRETIVE COMMUNICATION	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials

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INDICATOR ~4~ PRESENTATIONAL COMMUNICATION	<p>Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.</p>	<p>Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.</p>	<p>Candidates use interpersonal assessment measures found in instructional materials prepared by others.</p>
INDICATOR ~5~ CULTURAL PERSPECTIVES	<p>Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.</p>	<p>Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.</p>	<p>Candidates assess isolated cultural facts.</p>
INDICATOR ~6~ ASSESSMENTS REFLECT A VARIETY OF MODELS DESIGNED TO MEET	<p>Candidates design assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do.</p>	<p>Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They</p>	<p>Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-</p>

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NEEDS OF DIVERSE LEARNERS	Results are used to improve teaching and track student learning.	commit the effort necessary to measure end performances.	point or right-answer assessments.
INDICATOR ~7~ ADJUST INSTRUCTION	Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their knowledge and skills.	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.	Candidates use assessment results to conduct whole group remediation or review.
INDICATOR ~8~ INCORPORATE RESULTS AND REFLECT ON INSTRUCTION	Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.	Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an