

Think Critically, Apply Learning, Communicate Effectively

Rubric: Dictation (rubric A) with accompanying pictorial (rubric B)

Definition: Critical thinking is an evaluation process that involves questioning, gathering, and analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.). Students who think critically

Definition: Applied learning occurs when students use their knowledge and skills to solve problems, often in new contexts. When students also reflect on their experiences, they deepen their learning. By applying learning, students act on their knowledge. Students who apply learning:

Definition: To communicate effectively, students must be able to interact with diverse individuals and groups, and in many contexts of communication, from face-to-face to digital. Elements of effective communication vary by speaker, audience, purpose, language, culture, topic, and context. Effective communicators value and practice honesty and respect for others, exerting the effort required to listen and interact productively. Students who communicate effectively:

Rubric A: Dictation

Dimension Assessed*	COURSE	Accomplished	Proficient	Developing	Beginning
<ul style="list-style-type: none"> Support auditory understanding with contextually appropriate written graphics. 	Spanish 101.	Coherently and accurately converts aural input into written form. Words are correctly constructed from the discrete sounds. Spelling and punctuation are correct. Written accents distinguish between interrogative and relative utterances. Punctuation is applied according to L2 standards and accurately supports the meaning of the	The writing demonstrates knowledge of sound to letter (grapheme) correspondence, accurate manipulation of sound into familiar and/or logical discrete words. There may be one or two minor details missing (i.e., appropriate use of written accents). Gender/number agreements are mostly accurate. Errors do not interfere with	The writing does not fully produce the meaning and/or context of the aural input. The aural utterances are not coherently converted into discrete words and/or sentences relating the context of the input. There is a lack of appropriate punctuation. Gender and number agreements may be random. Letter to sound choice at times	Spelling, punctuation, and representation of accurate discrete words are random and/or inaccurate. It is difficult to impossible to discern the context and meaning of the auditory input.

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		auditory input. Appropriate orthographic manipulations are used in the case of new and/or unfamiliar vocabulary even though the spelling may be incorrect. Gender/number agreements are accurate.	conveying communication.	appears random and may represent an intrusion of L1 orthography into L2 spelling.	
<ul style="list-style-type: none">• Attend to oral input through writing, check for meaning, and demonstrate comprehension	Spanish 101	Coherently sequences in written form the discrete sounds of the aural input. Establishes meaning through accurate use of L2 spelling and punctuation, determination of words vs. syllables, and accurately identifies an interrogative utterance versus a relative one. All punctuation is correct.	The written form is coherently broken into words and sentences. Spelling and punctuation are L2 logical. A minor detail may be overlooked or inaccurate but this does not interfere with meaning.	The writing is lacking coherence with regard to spelling and punctuation. The uncorrected inaccuracies interfere with meaning and do not demonstrate an ability to coherently conceptualize the content of the dictation.	Mostly inaccurate or not accurate at all.
<ul style="list-style-type: none">• Apply acquired skills and abilities to new situations in order to demonstrate and confirm comprehension	Spanish 101	Accurately applies knowledge of L2 sound-letter (grapheme) correspondence with	Is able to accomplish all of the previous with only one or two minor inaccuracies that do not interfere	There are several inaccuracies throughout the writing. Is not able to consistently	More inaccurate than accurate. No demonstrated ability to convert L2 sounds into a meaningful L2

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		no interference from L1. Easily distinguishes discrete words among the sounds as well as uses the appropriate punctuation to shape the auditory input into a meaningful communication. Modifies meaning through correct application of written accents (i.e., tú vs. tu; dónde vs. donde, etc.) and gender/number agreement.	with meaning.	manipulate L2 sounds into meaningful written form.	written form.
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