

## Rubrics for placement and assessment

- Use NRS Educational Functioning Level Descriptors to develop activities for determining placement
- Use activities similar to placement activities in each skill area as progress indicators
- Collect student work in portfolio; translate to graph form?
- Determine *specific*, main goal for each learner
- Use learner goal as focal point for developing activities

### Reading

Materials: in-take form  
ask them what they read (in any language)  
learner-generated material  
newspaper  
trade books  
bills, other realia  
material brought in by the learner  
present several items to read and let the learner choose

Performance focus: comprehension  
pronunciation  
fluency  
ability to sound-out words  
knowledge of punctuation

### Writing

Materials: in-take form  
ask them what they write (in any language)  
take a writing sample  
material brought in by the learner

Performance focus: content (clarity, creativity)  
mechanics (grammar, spelling, punctuation)

### Speaking

Materials: in-take form  
ask them when they use English  
monitor activities (one-to-one; small group; large group)

Performance focus: ability to express thoughts and ideas  
fluency  
vocabulary  
pronunciation  
grammar

**Listening**

Materials: in-take form  
ask them when they listen to material in English  
monitor ability to follow directions  
monitor levels of performance (listen with no response; listen and respond briefly; engage in conversation)

Performance focus: following directions  
responding appropriately  
ability to use corrective mechanisms ("I don't understand, could you repeat that?")

**Math**

Materials: ask them when they use math  
telling time  
using money  
cooking  
driving (distance/gas/etc.)  
decorating/building/repair  
sports

Performance focus: add, subtract, multiply, divide  
estimating  
spatial ability  
using a calculator  
using measures (measuring cups/rulers/etc.)