

## Los tres cerditos Storytelling Rubric

### Individual Rubric

Indicator	4	3	2	1
<b>Spoken Language</b>	Student reads 90% of the words of the story with pronunciation and language patterns a native language speaker would understand. Student relies only on target language to read the words of the story.	Student reads 80% of the words of the story with pronunciation and language patterns a native language speaker would understand. Student relies only on target language to read the words of the story.	Student reads 79% or less of the words of the story with pronunciation and language patterns a native language speaker would understand. Student relies only on target language to read the words of the story.	Student speaks English during storytelling.
<b>Interpretation</b>	Student demonstrates high-level comprehension and deep analysis of the story. Student interprets character emotions and reactions using appropriate gestures and inflections: changing voice to match the character or emotion, showing appropriate facial expressions, etc. To earn a four, student must also make at least one inference about the story using additional phrases and vocabulary words from other lessons into the presentation. The teacher through a direct question may elicit this inference.	Student demonstrates high-level comprehension and deep analysis of the story. Student interprets character emotions and reactions using appropriate gestures and inflections: changing voice to match the character or emotion, showing appropriate facial expressions, etc.	Student demonstrates some comprehension and analysis of the story. Student presents story with little inflection and few gestures.	Student demonstrates little comprehension of the story. Student uses no gestures or physical expressions.
<b>Preparedness</b> <i>(Optional – To be used to assess student presentations. This would not be used in a one-on-one assessment.)</i>	Student engages in dramatic storytelling, demonstrating understanding through appropriate gestures and inflections. Student brings necessary props or materials. Student presentation demonstrates that he or she has rehearsed.	Student engages in dramatic storytelling, demonstrating understanding through some gestures and inflections. Student brings necessary props or materials. Student presentation demonstrates some rehearsal.	Student reads the lines of the story, but uses very few gestures and inflections. Student may or may not bring necessary props or materials. Student presentation demonstrates that he or she has not rehearsed.	Student does not read the lines. Student does not bring necessary props or materials. Student presentation demonstrates that he or she has not rehearsed.

## Group Rubric

Indicator	4	3	2	1
<b>Organization</b>	Group members present story in a correct and appropriate sequence. There are appropriate pauses, but the story <i>flows</i> with a natural progression from line to line.	Group members present story in a mostly correct sequence. There are pauses, but the story <i>flows</i> with a natural progression from line to line.	Group members present story with errors in sequence. There are long pauses and the story may not <i>flow</i> with a natural progression from line to line.	Group members do not present the story.
<b>Collaboration</b>	Groups work together effectively and efficiently to create necessary props and images. Props and images are well prepared and appropriate for the context of the story, aiding in audience comprehension.	Groups work together somewhat efficiently to create necessary props and images. Props and images are prepared and somewhat appropriate for the context of the story, aiding in audience comprehension.	Groups work together somewhat ineffectively and inefficiently to create necessary props and images. Props and images are unprepared and inappropriate for the context of the story.	Groups do not work together.
<b>Participation</b>	Groups use time wisely to practice the story, minimizing side conversations and maximizing use of the target language. Groups use kind and uplifting words and phrases that are respectful.	Groups use time wisely to practice the story; however, students may misuse practice time with side conversations. Groups use kind and uplifting words and phrases that are respectful.	Groups do not use time wisely to practice the story. Side conversation distract from the use of the target language. Groups mostly use kind and uplifting words and phrases that are respectful.	Groups do not use time wisely to practice the story. Side conversation distract from the use of the target language. Groups mostly use unkind words and phrases that are disrespectful.