

Name: _____

Date: _____

Collaborative Dialogue Rubric

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Self - Assessment	Teacher Mark
Content	The collaborative dialogue does not illustrate our class routines, rules, and procedures.	The collaborative dialogue illustrates few details of class routines, rules, and procedures.	The collaborative dialogue contains several details of class routines, rules, and procedures.	The collaborative dialogue provides an accurate, informative illustration of our class rules, routines, and procedures.	Students have produced an accurate, informative, creative illustration of our class rules, routines, and procedures.		
Participation	The collaborative dialogue may be dominated by few students, or does not equally include group members in the dialogue.	The collaborative dialogue is either largely dominated by few students, or has token sharing of responsibility amongst the group.	The collaborative dialogue reveals that students have collaborated some in crafting and performing their dialogue.	Student collaboration is clearly evident in both crafting and performing the collaborative dialogue.	The dialogue is an example of student collaboration in both crafting and performing the collaborative dialogue.		
Writing Conventions, Grammar	The target language structures were not incorporated or considered when crafting the collaborative dialogue.	There is limited evidence of the target language structures incorporated into the dialogue's script.	There is some evidence of the target language structures incorporated into the dialogue's script. There may be some errors in application.	Students clearly and accurately incorporated target language structures into the collaborative dialogue. They may contain some errors.	Students accurately and originally incorporated the target language structures into the collaborative dialogue.		
Presentation	The collaborative dialogue may be difficult to understand, or choppy from lack of practice.	The collaborative dialogue is difficult to understand, but shows some level of practice.	Students present a semi-smooth, informative presentation with a few timing errors and little difficulty.	The collaborative dialogue is clear, original and informative. It's mostly smooth with few difficulties.	The collaborative dialogue is clear, compelling, original and informative. It is smooth and well-rehearsed.		

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	Group 1	Group 2	Group 3	Group 4	Group 5
Content					
Participation					
Presentation					