

Assessment Rubric for Senior Thesis in French

Student Name: _____
 Reader Name: _____
 Term: _____

1. Written Production					
Learning Outcomes	4	3	2	1	Score
Grammatical accuracy in writing	virtually free of significant errors; no interference by the dominant language in syntax or structure (“anglicisms”); message is successfully communicated; rich and sophisticated vocabulary	occasional significant errors; occasional interference by the dominant language in syntax or structure (“anglicisms”); good use of circumlocutions; occasional confusion on part of reader	some significant errors; occasional interference by the dominant language in syntax or structure (“anglicisms”); message is usually comprehensible but at times difficult to follow; vocabulary is adequate	errors impede communication at times; multiple errors; marked interference by the dominant language in syntax or structure (“anglicisms”); vocabulary may be repetitive or limited; message may be unclear	
Sources and research in target language	student uses a variety of appropriate sources from the target language; demonstrated ability to incorporate substantial information from sources to support and sustain argument; critically evaluates sources	student uses some sources from the target language; incorporates those sources; may attempt to rely more heavily on sources from the dominant language; little or no critical evaluation of sources	student uses some sources from the target language with limited incorporation; no attempt to evaluate sources critically	student uses very few sources; sources are not well chosen and/or are inappropriate for the topic at hand	
Articulation in writing of a sophisticated argument about a text or texts from the target culture(s)	student formulates and supports effectively a sophisticated argument about a text or texts from the target culture(s); uses varied transitions; flows smoothly throughout; draws original conclusions	student formulates and supports effectively an argument about a text or texts from the target culture(s); flows smoothly most of the time; uses logical transitions most of the time; attempts to draw conclusions	student formulates an argument about a text or texts from the target culture(s), but may not support it effectively; may lack flow; may lack transitions; may not draw conclusions	student does not formulate an argument, or formulates a simplistic, unoriginal argument and does not support it effectively; may be disorganized and/or lack transitions; no effort to draw conclusions	

2. Oral Production					
Learning Outcomes	4	3	2	1	Score
Grammatical accuracy	strong control of language usage; virtually free of significant errors	good control of language usage; occasional significant errors	adequate control of language usage; some significant errors	usually demonstrates adequate control; significant errors are not uncommon	
Ability to discuss work and personal topics and to have formal and informal conversations	student communicates successfully in formal and informal situations; can switch registers appropriately; has sufficient vocabulary to discuss work, personal topics, politics and social issues and other abstract topics; use of circumlocution when needed	student can discuss a variety of topics, but not all; some ability to discuss abstract ideas/topics; some use of circumlocution	student can participate in most informal conversations; can describe most basic daily functions and tasks necessary to survival	student can manage haltingly in informal conversation	
Pronunciation and flow	student can be understood by natives not accustomed to non-native speakers; intonation and vocabulary are appropriate; substantial flow	student can be understood by natives not accustomed to non-native speakers; occasional hesitations and self-corrections; some interference by dominant language in syntax and pronunciation	student can usually be understood by natives not accustomed to non-native speakers; some pauses; pronunciation is marked by the dominant language	natives not accustomed to non-natives cannot understand student; frequent pauses, poor pronunciation; lapses into English (or dominant language)	
Understanding of important issues	student can speak knowledgeably and with detail about issues in the target culture(s), with sophisticated understanding of the socio-historical context	student can speak knowledgeably about issues in the target culture(s), with understanding of the socio-historical context	student can speak about important issues in the target culture(s), with some general understanding of the socio-historical context	student has general understanding of issues important in the target culture(s), with little understanding of the socio-historical context	
Ability to discuss texts	student can articulate a sophisticated understanding of texts from the target culture(s) and place them within the socio-historical context	student can articulate a solid understanding of texts from the target culture(s), may place them generally in their socio-historical context	student can speak generally about some texts from the target culture, with minimal comprehension of their socio-historical context	student hesitates to speak about target culture texts, does not demonstrate understanding of the culture's socio-historical context	