

Classroom Design Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Content (vocabulary, language structures and conventions)	Demonstrates limited knowledge of vocabulary and language structures related to classroom supplies and furniture by labelling few (2 or 3) components correctly. Uses few correct indefinite articles	Demonstrates some knowledge of vocabulary and language structures related to classroom supplies and furniture by labelling some (about half) components correctly. Uses some correct indefinite articles.	Demonstrates considerable knowledge of vocabulary and language structures related to classroom supplies and furniture by labelling most components correctly. Use the correct indefinite articles most of the time.	Demonstrates considerable knowledge of vocabulary and language structures related to classroom supplies and furniture by labelling all or almost components correctly. Uses correct indefinite articles.
Thinking (generating ideas, organizing information, revising and refining)	Generates few components in design very basic.	Generates some components in design in a basic way limited creativity.	Generates a number of components in design demonstrating some creativity.	Generates a variety of components in design with high degree of creativity.
Communication Expression of ideas and information in visual and oral form. Communicates for different audiences Use conventions of vocabulary and terminology in oral and written forms.	Expresses ideas in diagram with limited organization may be difficult to understand. Expresses ideas in oral presentation using limited appropriate vocabulary and language structures.	Expresses ideas in diagram with some organization and clarity. Expresses ideas in oral presentation using some appropriate vocabulary and language structures.	Expresses ideas in diagram with some organization and clarity. Expresses ideas in oral presentation usually using appropriate vocabulary and language structures.	Expresses ideas in diagram with a high degree of organization and clarity. Expresses ideas in oral presentation consistently using some appropriate vocabulary and language structures.
Application Applies knowledge and skills in familiar contexts.	Demonstrates a limited awareness of the needs of a French classroom. Relies heavily on classroom resources.	Demonstrates some awareness of the needs of a French classroom. Relies on some classroom resources.	Demonstrates an awareness of the needs of a French classroom. Refers to classroom resources at times.	Demonstrates a thorough awareness of the needs of a French classroom. Independent rarely needs to refer to classroom resources.