



Social Justice Summative Assessment: Rubric

This rubric provides general indications of how to assess students' performance on the [unit-final action-oriented assessment](#). Adapt it as needed to fit the specifics of the assessment your students will complete, keeping in mind your learning objectives and the targeted linguistic, social justice, cultural, and textual content.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Social Justice Understandings To what extent does the student's work reflect critical thinking, perspective taking, and insights about the social justice theme(s)?	Provides ample evidence of a complex, detailed, and critical understanding of the social justice theme(s) (e.g., accounting for multiple perspectives, analyzing power dynamics, identifying alternative solutions, etc.).	Provides some evidence of complex, detailed, and critical understanding of the social justice theme(s).	Provides limited or no evidence of complex, detailed, and critical understanding of the social justice theme(s).
Content Knowledge Does the student show sufficient mastery of the major non-linguistic concepts, data, and/or other factual information in this unit?	Provides an extremely clear, accurate, and detailed representation of the content information. Effectively synthesizes various information sources and ideas.	Provides a clear, accurate, and somewhat detailed representation of the content information. Reports information without synthesizing ideas.	Provides an unclear, inaccurate, or superficial representation of the content information. Omits or misrepresents critical details.
Language Control To what extent does student language use contribute to effective communication of the message?	Strong use (range & accuracy) of targeted unit vocabulary. Few errors using targeted unit grammar. Accurate use of targeted conventions and mechanics of the product's genre (e.g., spelling, formatting,	Good use (range & accuracy) of targeted unit vocabulary. Some errors using targeted unit grammar. Mostly accurate use of targeted conventions and mechanics of the product's genre.	Basic or limited use of targeted unit vocabulary. Errors using targeted unit grammar, conventions, or mechanics impede communication.

	punctuation, capitalization, pronunciation).		
Task Appropriateness To what extent are the discourse or organizational features reflective of the purpose and context of the task?	All discourse and organizational features (e.g., paragraph structure, turn taking, transition words, headings, layout, chronology) are appropriate to the purpose, context & audience.	Most discourse and organization features are appropriate to the purpose, context & audience.	Discourse and organizational features do not support fulfillment of the task.
Task Completion Does the student fulfill the requirements of the assessment?	Excellent completion of the task; all instructions and task requirements are fully addressed.	Acceptable completion of the task; some instructions or task requirements are not fully addressed.	Unacceptable completion of the task; many instructions or task requirements are minimally addressed or not addressed at all.

BIBLIOGRAPHY

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ATTRIBUTION

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How to cite:

CARLA. (2022). *Social justice summative assessment: Rubric*. Social Justice in Language Education. <https://carla.umn.edu/socialjustice/templates.html>



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