

## What is the LOTE Rubric Maker?

The LOTE Rubric Maker is an application that you can download from the Languages Online website and install on your computer. Once installed, you can use it to create assessment rubrics using the Victorian Essential Learning Standards.

The LOTE Rubric Maker is easy to use:

- Work step-by-step to build fully formatted rubrics for any student task
- Select the level and the key knowledge, skills and behaviours that you wish to assess
- Add the performance levels of your choice.
- Finished rubrics are saved as Microsoft Word documents which teachers can edit to suit their needs.

## The LOTE Rubric Maker saves you time:

- Calls up relevant VELs standards and progression points automatically according to your selections. No need to read through each domain document!
- Supports an integrated focus on knowledge, skills and behaviours in the three strands of Physical, Personal and Social Learning, Discipline-based Learning, and Interdisciplinary Learning
- Helps you create an on-balance judgement of students' progress and performance throughout the semester
- Facilitates summative assessment OF learning, may inform directions FOR learning and allows your students to make self-assessments AS learning

## STEP 1: Enter assessment task details

### 1. Type in a 'Task Name'.

This is the LOTE task that you will assess.

#### Examples

- *biography of a member of the LOTE-speaking community*
- *telephone call*
- *TV show segment about a food festival*
- *healthy living poster*
- *sports survey*
- *webpage promoting a tourist destination*
- *email to key pal*

The screenshot shows a form with the following fields: 'Task Name:' with a text input box and a help icon; 'Description:' with a large text area and a help icon; 'VELs level:' with a dropdown menu and a help icon; and 'LOTE Pathway:' with a dropdown menu and a help icon. Four green arrows point to each of these fields from the text below.

### 2. Select a VELs level.

From the drop down menu select a 'VELs level' which your students are being assessed.

#### Example:

*Year 6 students in Semester 1 are expected to be achieving VELs level 3.75*

### 3. Select a languages category and pathway.

From the drop down menu select the language category and pathway for the class.

#### Example:

*Year 8 Japanese, with study of Japanese beginning at Year 7 = **Pathway 2, Character languages***

### 4. Type a 'Description' (optional).

This can describe the steps involved in completing the task.

#### Example:

- Students completing a sports survey must work in pairs to:
- write survey questions for classmates about an aspect of sports participation
  - conduct the survey orally
  - create an annotated chart that shows the survey result

## STEP 2: Add ‘Student products’

### 1. Enter the ‘Student Product(s)’ name.

By completing  the student demonstrates

A student product is a discrete piece of work that students complete for assessment. It provides the teacher with the evidence of the skills, knowledge or behaviours that will be assessed in the task. A task may include more than one student product. For example:

Task:	Student Products:
a sports survey	<ul style="list-style-type: none"> <li>a written set of survey questions</li> <li>asking/answering survey questions orally</li> <li>an annotated chart of survey results</li> </ul>
TV show segment about a food festival	<ul style="list-style-type: none"> <li>A research folio of notes and collected information</li> <li>A script and storyboard for the segment</li> <li>A five-minute video clip about the food festival, including audio visual effects</li> </ul>

To begin, there is only one student product line. When entering the name of the student product it must be phrased correctly to match the sentence. For example ‘a report’ or ‘a presentation’ rather than ‘report’ or ‘presentation’. Click the ‘**Confirm**’ button when each student product has been entered.

Click in the ‘**Add another Student Product**’ to add another.

**Tip:** To keep an assessment task manageable, it is best to limit the number of discrete student products to three or fewer. If an assessment task comprises more than one student product, teachers should aim for products which require students to show evidence of different skills.

When your student products have been entered select the standards for each product by clicking the ‘**Select Standards**’ button.

Student products can be deleted at any stage in this step.

### 2. Select the Languages Skills for this student product.

Check the boxes of the **key language** knowledge or skills you will be looking for in the student product?

**Language skills:**

- understanding key concepts in the LOTE
- listening in the LOTE
- speaking in the LOTE
- reading in the LOTE
- writing in the LOTE
- using body language with the LOTE

**Tip:** Often a student product can show evidence of many LOTE skills, but it is better to focus on a few key skills for assessment purposes.

### 3. Select the General attributes for this student product

What are the **general** skills, knowledge or behaviours you will be looking for in the student product?

**Tip:** A student product may show evidence of many of these attributes, but it is better to focus on a few key attributes in each student product. The more attributes you select in this step, the more standards will be listed.

Relating to others	Personal behaviours	Personal learning	Applying thinking processes	Relationships between things
<input type="checkbox"/> understanding relationships <input type="checkbox"/> culture <input type="checkbox"/> relationships between people <input type="checkbox"/> interacting with people <input type="checkbox"/> presentation skills <input type="checkbox"/> communication skills <input type="checkbox"/> connections <input type="checkbox"/> community	<input type="checkbox"/> risk <input type="checkbox"/> responsibility <input type="checkbox"/> safety <input type="checkbox"/> wellbeing and lifestyle <input type="checkbox"/> physically	<input type="checkbox"/> managing learning <input type="checkbox"/> learning strategies <input type="checkbox"/> modifying behaviours and products <input type="checkbox"/> improving performance	<input type="checkbox"/> personal reflection <input type="checkbox"/> abstract representations <input type="checkbox"/> working things out <input type="checkbox"/> creative and strategic thinking <input type="checkbox"/> thinking resources	<input type="checkbox"/> understanding relationships <input type="checkbox"/> processes <input type="checkbox"/> cause and effect <input type="checkbox"/> relations <input type="checkbox"/> sequence <input type="checkbox"/> connections <input type="checkbox"/> differences and similarities
Using resources	Applying skills, knowledge and behaviours in new	Work products	Key ideas with cross domain applications	Key concepts from Discipline-based learning
<input type="checkbox"/> ICT <input type="checkbox"/> managing resources <input type="checkbox"/> evidence <input type="checkbox"/> techniques and tools	<input type="checkbox"/> new applications <input type="checkbox"/> responding to stimuli <input type="checkbox"/> exploring things <input type="checkbox"/> trying things out <input type="checkbox"/> rules and instructions <input type="checkbox"/> creative and strategic thinking	<input type="checkbox"/> creating and making <input type="checkbox"/> processes	<input type="checkbox"/> concepts of time <input type="checkbox"/> identifying key ideas <input type="checkbox"/> culture <input type="checkbox"/> values <input type="checkbox"/> change and continuity <input type="checkbox"/> ICT <input type="checkbox"/> democracy <input type="checkbox"/> environment	<input type="checkbox"/> key concepts from different domains <input type="checkbox"/> key concepts from The Arts <input type="checkbox"/> key concepts from English <input type="checkbox"/> relations <input type="checkbox"/> key concepts from Economics <input type="checkbox"/> key concepts from Geography <input type="checkbox"/> key concepts from History <input type="checkbox"/> key concepts from Mathematics <input type="checkbox"/> key concepts from Science

### 4. Select the Standards for this student product.

The LOTE Rubric Maker will list all the standards or progression points that relate to the attributes you selected. Select the standards that best describe the key skills, knowledge or behaviours that you wish students to demonstrate in the student product. Standards are grouped by:

- LOTE domain
- Physical, Personal and Social Learning strand
- Interdisciplinary strand
- Other domains

LOTE	Physical, Personal and Social Learning	Interdisciplinary Learning	Other Disciplines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>performing a self-introduction and greet and farewell others using the appropriate register and reproduce modelled use of language</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>exchanging simple information on topics such as daily routines and aspects of the familiar world</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>talking about self in response to questions, and ask questions in response</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>manipulation of modelled language</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>the ability to read or listen to passages and extract basic factual information on defined topics</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>the ability to describe and use culturally-specific gestures and body language</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>awareness of the language requirements of a range of specific situations related to a given topic, and adapt language and gesture appropriately for the role, audience and purpose of the discourse</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>acquisition and use of new information and language, and recycle previously learnt language skills and knowledge in new contexts</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>exploration of word meaning, word associations, cognates, and so on, and applying this knowledge</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p> <p><b>the ability to read a range of short, and sometimes modified, texts for meaning</b>                      [Languages other than English: Communicating in a language other than English (Roman alphabetic)]</p>			
Results 1 to 10 (total 15) <span style="float: right;">Next 10</span>			

### 5. Confirm selections

Once standards have been added to the student product(s) you can review your selections. If you no longer want to include a standard it can be ‘unchecked’. If you want to change the standards click on the ‘**Add/Alter standards**’ button to repeat the selection process.

When satisfied with the standard you have selected click on “**Next Step**” to continue.

## STEP 3 Decide rubric layout

### Decide on the order of the standards

You can select the order in which the standards are displayed:

- by **'Student Product'**: the standards are grouped according to each student product. The relevant domains and dimensions are indicated at the end of each standard.
- by **'Domain and Dimension'**: the standards are grouped by domain. The student product(s) to be assessed are indicated after each standard.

### Decide how the standards will begin.

Decide the way you wish the statements in the rubric to be phrased:

- beginning with **'I'**: useful for students' self-assessment.
- beginning with **'The student'**: if the rubric is for teacher use.

### Sing a song in Indonesian

Students listened to three Indonesian songs: *Dua mata saya*, *Pelangi, Pelangi* and *Lihat Kebunku*. They read the lyrics in English and Indonesian, and responded briefly in Indonesian to questions about the songs' meanings. The students copied their own versions of the lyrics page and practised singing the songs until they knew them by heart. In small groups, the students performed one song accompanied by simple gestures.

Level: 2.0 Progression Measures Part B (Roman Alphabetical)

Student product - a lyrics page	Needs work!	You're doing well!	Excellent work!
The student demonstrated writing words/letters in context and in modelled sentences (Languages other than English: Communicating in a language other than English (Roman alphabetical))			
The student demonstrated the general characteristics of interpreting and translating in specific activities (Languages other than English: Communicating in a language other than English (Roman alphabetical))			
The student demonstrated independent production of words in writing and producing original variations in modelled written sentences (Languages other than English: Communicating in a language other than English (Roman alphabetical))			
The student demonstrated responding to simple questions about short songs, stories and rhymes (Languages other than English: Communicating in a language other than English (Roman alphabetical))			
Student product - a song performance	Needs work!	You're doing well!	Excellent work!
The student demonstrated pronouncing the sounds attributed to letters in context by reading aloud or repeating pronunciation associated with written words (Languages other than English: Communicating in a language other than English (Roman alphabetical))			

Teacher comments: \_\_\_\_\_ Student comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Select a performance table

Your rubric requires a number of columns to indicate the scale of performance levels that you can expect from your students. You can choose to display three or five columns.

### Decide on the 'Performance levels'

You can specify the words used to describe each level of achievement.

#### Examples:

- below the expected level, at the expected level, above the expected level
- beginning; developing; accomplished
- very high, high, medium, low, very low
- 5, 4, 3, 2, 1
- improvement needed, satisfactory, excellent
- no suitable evidence of achievement; below expected achievement; fair achievement; good achievement; evidence of achievement beyond expected level

### Your rubric is now ready to save and print!

Once complete, the Rubric is saved as a standard **Microsoft Word document**. Rubrics can then be edited. For example teacher may want to:

- *focus only on relevant elements of standards, progression points or progression measures;*
- *focus on a specific task or product;*
- *adapt/simplify wording for students;*
- *emphasise an aspect of assessment;*
- *avoid undue repetition*
- *add a school logo or make other formatting changes*

### How to use your Rubric

- As printed teacher rubrics: photocopy a rubric for each student and assess on paper.
- As electronic teacher rubrics: You can use the 'Mail merge' function in Word to add student names to a rubric using the names from a class list. OR just save multiple copies of the rubric and add student names manually. Each rubric file can then be opened in Word and completed on screen.
- As printed self-assessments: set the standards to begin with 'I', photocopy rubrics and hand out to students.