Dear Parents,

Our Chinese recording assignment is now coming. You can use any device that is easy for you to do this assignment such as computer, smart phone, and etc.

The topic this week is **Family Introduction!** I post an example on our blog to let you know how to do that. The due day is **1/24 (Sunday).**

**Students do not have to say everything that is exactly the same as what I said. They can use their way to introduce their family☺**

After you finish, sending the recording to me by email and leave “student’s name and the topic “**My family**”

When I receive the assignment, I will give feedback by email. The rubric is attached.

*My video: Hello, how are you? My name is “Hsiaomei”. I am 100 years old and I go to Ridgecrest elementary school. I am 1st grade. I am Taiwanese. There are four people in my family. I have dad, brother, brother and me. Goodbye~ Thank you.*

Thank you for your patience and time to read this note. Please let me know if you don’t know how to start or any question.

Thank you!

Ms. Tsai

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RUBRIC** | **4** | **3** | **2** | **1** |
| PURPOSE | Consistently focusing on assigned topic and show purpose of his/her speaking. | Most of the time, the speaker focuses on assigned topic and show purpose of his/her speaking. | Partly focusing on assigned topic and show purpose of his/her speaking. | Rarely focusing on assigned topic and show purpose of his/her speaking. |
| CLARITY | The speaker’s thoughts and ideas are expressed with clear pronunciation, sentences, and words all the time. | The speaker’s thoughts and ideas are expressed with clear pronunciation, sentences, and words most of the time. | Sometimes the speaker’s thoughts and ideas are expressed with unclear pronunciation, sentences, and words. | The speaker’s pronunciation, sentences, and words are inarticulate or unclear. |
| TONES | The speaker can consistently engage audience by using appropriate intonation and changing voices. | Most of the time, the speaker can engage audience by using appropriate intonation and changing voices. | The speaker engages audience with limited intonation and voice changing. | The speaker rarely show intonation or any voice changing to engage audience. |
| VOLUME | The speaker keeps appropriate volume all the time. | The speaker keeps appropriate volume most of the time. | The speaker sometimes speak too loud or too low. | The speaker has very limited appropriate volume using. |
| COMPLETE THOUGHTS | The speaker has organized sentences, structure, and word choice to completely express thoughts all the time. | The speaker has organized sentences, structure, and good word choice to completely express thoughts most of the time. | The speaker’s sentence and structure are partly organized and has limited word choice. | The speaker lack sentence, structure, and word choice. |
| EYE CONTACT | The speaker has consistent eye contact with audience. | The speaker has frequent eye contact with audience. | The speaker sometimes has eye contact with audience. | The speaker rarely has eye contact with audience. |
| GESTURES | The speaker consistently uses appropriate gestures to reinforce his/her thoughts. | The speaker has sufficient appropriate gestures to reinforce his/her thoughts. | The speaker has limited appropriate gestures. | The speaker may have many inappropriate gestures. |
| RATE/PACING /TIMEING | Keeping good pace and finishing speech on time. | Keeping good pace and finishing speech in time. | Having inconsistent pace and cannot finish speech in time. | Without having pace. The speech is too short or too long. |
| Subtotal score |  |  |  |  |
| Total Score |  | | | |

Adapted from

Speaker’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_