

## BVSD World Languages Level IV Writing Assessment Rubric

This is a **holistic rubric**. It assigns a level by assessing the student's performance across **multiple criteria** as a whole. This is in contrast to an analytic rubric that assigns a level of performance for each criterion

Score & Level	Topic Development	Language Use
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Advanced</b></p> <p>A writing sample that demonstrates <b>excellence</b> in Topic Development and Language Use.</p>	<ul style="list-style-type: none"> <li>• Treatment of topic is relevant and well-developed.</li> <li>• Essay is generally well-organized and cohesive.</li> <li>• Content is accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads smoothly overall.</li> <li>• Control of a variety of structures and idioms; although occasional errors may occur.</li> <li>• Considerable breadth of vocabulary.</li> <li>• Excellent command of conventions of the written language including orthography, sentence structure, paragraphing and punctuation.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Proficient</b></p> <p>A writing sample that demonstrates <b>competence</b> in Topic Development and Language Use.</p>	<ul style="list-style-type: none"> <li>• Treatment of the topic is relevant.</li> <li>• Essay is organized with adequate cohesiveness.</li> <li>• Content is generally accurate although there may be some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensible without interpretation on the part of the reader.</li> <li>• Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur in a variety of structures.</li> <li>• Appropriate vocabulary</li> <li>• Conventions of the written language are generally correct.</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Partially Proficient</b></p> <p>A writing sample that <b>suggests lack of competence</b> in Topic Development and Language Use.</p>	<ul style="list-style-type: none"> <li>• Treatment of topic may be somewhat irrelevant.</li> <li>• Essay may be inadequately organized.</li> <li>• Content may be limited or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally comprehensible, but forces some interpretation on the part of the reader.</li> <li>• Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures.</li> <li>• Limited vocabulary; frequent interference from another language may occur.</li> <li>• Frequent errors in conventions of the written language may be present.</li> </ul>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Unsatisfactory</b></p> <p>A writing sample that demonstrates <b>lack of competence</b> in Topic Development and Language Use.</p>	<ul style="list-style-type: none"> <li>• Essay is a mere restatement of the topic.</li> <li>• Answer sheet is blank.</li> <li>• Essay is completely irrelevant to the topic.</li> <li>• Essay is very disorganized.</li> <li>• Content is very limited and inaccurate.</li> <li>• Essay is not in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient vocabulary</li> <li>• Constant interference from another language.</li> <li>• Pervasive errors in conventions of the written language may interfere with written communication.</li> <li>• Poor control of grammar impedes communication.</li> </ul>

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Score & Level	Topic Development	Language Use
<b>4</b> <b>Advanced</b> - Demonstrates excellence	<ul style="list-style-type: none"> <li>• Relevant and well-developed.</li> <li>• Well-organized and cohesive.</li> <li>• Accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads smoothly</li> <li>• Control of structures and idioms;</li> <li>• Breadth of vocabulary</li> <li>• Excellent command of conventions</li> </ul>
<b>3</b> <b>Proficient</b> - Demonstrates competence	<ul style="list-style-type: none"> <li>• Relevant.</li> <li>• Organized with cohesiveness.</li> <li>• Generally accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensible without interpretation</li> <li>• Evidence of control of structures and idioms</li> <li>• Appropriate vocabulary</li> <li>• Conventions generally correct.</li> </ul>
<b>2</b> <b>Partially Proficient</b> - Suggests lack of competence	<ul style="list-style-type: none"> <li>• Treatment of topic may be somewhat irrelevant.</li> <li>• Inadequately organized.</li> <li>• Content may be limited or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensible with interpretation</li> <li>• Frequent grammatical errors</li> <li>• Limited vocabulary; frequent interference from another language</li> <li>• Frequent errors in conventions</li> </ul>
<b>1</b> <b>Unsatisfactory</b> - Demonstrates lack of competence	<ul style="list-style-type: none"> <li>• Mere restatement of the topic.</li> <li>• Answer sheet is blank.</li> <li>• Completely irrelevant to the topic.</li> <li>• Disorganized.</li> <li>• Limited and inaccurate.</li> <li>• Not in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient vocabulary</li> <li>• Constant interference from another language</li> <li>• Pervasive errors in conventions of the written language may interfere with written communication</li> <li>• Poor control of grammar impedes communication</li> </ul>

**Class:** \_\_\_\_\_ **Period:** \_\_\_\_\_

Student Name _____	Score
1. _____	4 3 2 1
2. _____	4 3 2 1
3. _____	4 3 2 1
4. _____	4 3 2 1
5. _____	4 3 2 1
6. _____	4 3 2 1
7. _____	4 3 2 1
8. _____	4 3 2 1
9. _____	4 3 2 1
10. _____	4 3 2 1
11. _____	4 3 2 1
12. _____	4 3 2 1
13. _____	4 3 2 1
14. _____	4 3 2 1
15. _____	4 3 2 1

Student Name _____	Score
16. _____	4 3 2 1
17. _____	4 3 2 1
18. _____	4 3 2 1
19. _____	4 3 2 1
20. _____	4 3 2 1
21. _____	4 3 2 1
22. _____	4 3 2 1
23. _____	4 3 2 1
24. _____	4 3 2 1
25. _____	4 3 2 1
26. _____	4 3 2 1
27. _____	4 3 2 1
28. _____	4 3 2 1
29. _____	4 3 2 1
30. _____	4 3 2 1

Student: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Topic: \_\_\_\_\_ Date: \_\_\_\_\_

<b>4 - Advanced:</b> Demonstrates excellence	
<ul style="list-style-type: none"> <li>Relevant and well-developed.</li> <li>Well-organized and cohesive.</li> <li>Accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Reads smoothly</li> <li>Control of structures and idioms;</li> <li>Breadth of vocabulary</li> <li>Excellent command of conventions</li> </ul>
<b>3 – Proficient:</b> Demonstrates competence	
<ul style="list-style-type: none"> <li>Relevant.</li> <li>Organized with cohesiveness.</li> <li>Generally accurate</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensible without interpretation</li> <li>Evidence of control of structures and idioms</li> <li>Appropriate vocabulary</li> <li>Conventions generally correct</li> </ul>
<b>2 - Partially Proficient:</b> Suggests lack of competence	
<ul style="list-style-type: none"> <li>Treatment of topic may be somewhat irrelevant.</li> <li>Inadequately organized.</li> <li>Content may be limited or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensible with interpretation</li> <li>Frequent grammatical errors</li> <li>Limited vocabulary; frequent interference from another language</li> <li>Frequent errors in conventions</li> </ul>
<b>1 – Unsatisfactory:</b> Demonstrates lack of competence	
<ul style="list-style-type: none"> <li>Mere restatement of the topic.</li> <li>Answer sheet is blank.</li> <li>Completely irrelevant to the topic.</li> <li>Disorganized.</li> <li>Limited and inaccurate.</li> <li>Not in the target language</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient vocabulary</li> <li>Constant interference from another language</li> <li>Pervasive errors in conventions of the written language may interfere with written communication</li> <li>Poor control of grammar impedes communication</li> </ul>

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