

## 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>

- Treatment of topics is relevant
- Frequent use of English words which interfere with reading despite some good use of vocabulary

Assessment (for teacher use only)

\_\_\_\_\_ 4 (advanced)  3 (proficient)  2 (partially-proficient) \_\_\_\_\_ 1 (unsatisfactory)



où l'étudiant doit regarder et aider avec les activités  
de la maison. L'étudiant a son travail, son famille.

Il y a beaucoup des autres exemples pour qu'un  
un étudiant n'a pas son travail. Un étudiant n'est pas  
un grand homme et il a le tout de son vie travailler.  
L'école est pour son interests et ~~son~~ travail est  
un passage pour après l'école, et n'est pas pour  
son étudiant à l'école.

Do not write past this line.