

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

Why is this a "2"?

- faulty verb conjugation in present tense
- modal verbs are used incorrectly
- errors in elementary structures
- improper vocabulary

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Assessment (for teacher use only)

 4 (advanced) 3 (proficient) ✓ 2 (partially-proficient) 1 (unsatisfactory)



Hochschule studentin sollen haben ein halbzeit arbeit, aber nur junior und senior jahre. Freshman und Sophomore jahre, Kinder sollen machen nur schule und spiele, nicht arbeit. Eine halbzeit ~~arbeit~~ arbeit sind eine gute Idee, weil Juniors und Seniors brauchen mehr ~~geld~~ geld.

Wenn ich war ein Junior, ich hatte keine arbeit weil ich spielen Fussball. Aber am die Ende von Fussball-jahreszeit ich habe viele zeit, und keine geld. ~~Das ist eine gute Idee, aber wenn du kann das ist eine gute idee.~~ Die Arbeit mit Sport spielen ist schwer, aber (wenn du kann) das ist eine gute idee.

Viele jungen im Boulder hat arbeit nicht machen. Ihre eltern gibt diese junge viele Geld. Aber wenn hoch schule ist wichtig diese schulter wurde weiss nicht uber geld. Das ist nicht gute weil ~~die~~ Universitat ist sehr schwer. Diese schulter, wer hat kein arbeit, sollen machen eine economics Klassen, oder sprechen mit seine eltern uber geld.

Ich arbeitete im eine Bäckerei, und das ist sehr gute. Alles die Juniors und Seniors solle



eine arbeit haben. Das ist gute für jeden
~~Person~~ Leute.

Comprehensible, but with
frequent errors. (2)

Do not write past this line.