

## 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>

L(2)

Topic Treatment: Repetitive

Vocabulary = limited, errors

Gram. = Subj/verb agreement  
problems; problems w/ nom/adj  
agreement; ser vs. estar;  
no advanced structures

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**Assessment (for teacher use only)**

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

Trabajo en un restaurante <sup>que</sup> se llama Nick and Willy's cada día después de escuela. Mi trabajo me enseña muchas cosas, incluyendo responsabilidad, como salvar mi dinero, y como respetar<sup>a</sup> mi  jefe y otras personas mayor de yo. Todas las cosas que aprendí en mi trabajo puedo aplicar a otras partes de mi vida. Entonces en mi opinión, estudiantes en el colegio deben tener trabajos después de escuela porque les enseñan cosas de una vida adulta, y los preparan para la universidad y vida después de graduarse.

Muchas de mis amigos también tienen trabajos. Hay muchas oportunidades para tener un trabajo en Boulder. Ninguna de mis amigas dicen que no tienen tiempo para estudiar o hacer tarea. Mi experiencia me dió que si personas quieren hacer su tarea, lo van a hacer. No importa si tienen trabajo o no tienen trabajo. También, muchas de los lugares donde trabajan los estudiantes escuchan a ellos cuando dicen que necesitan tiempo libre para hacer cosas de escuela.

Hay muchas razones ~~para~~ en favor  
de estudiantes a tener un trabajo, y sin  
dudaba muchas razones en contra de. Pero  
en mi opinion, es una cosa buena para jovenes  
aprender responsabilidad y como respetar.

Do not write past this line.