

# *Sample Assessment Rubrics*



# Introduction

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The following sample assessment rubrics can be modified by the teacher to match the unit activities of LOTE Checkpoint C. The sample rubrics define expectations for speaking and writing.

Assessment rubrics should accomplish three goals:

- inform the students of standards and expectations
- inform the students about levels of achievement
- inform the students about specific areas in need of improvement.

Since the LOTE Checkpoint C level does not have formal standardized assessments, it is important that the teacher create some form of evaluation so that students are informed about their progress. Teachers are encouraged to modify the enclosed rubrics or create their own, so that grades are not the only form of student assessment.

Checkpoint C classroom teachers may prefer to distribute assessment rubrics at the beginning of a unit, so that students are aware of expectations and understand how their work will be evaluated.

The following rubrics, guidelines, and checklist are used in conjunction with the New York State LOTE assessments:

- Informal Speaking Rubric
- Guidelines for Speaking
- Checkpoint C Writing Rubric
- Word Count Guidelines
- Writing Checklist.

# Speaking Rubric

This rubric uses four 5-point scales (20 total points). Select some or all of the topics for assessment purposes. For example, vocabulary may be deleted or combined with another category.

<u><i>Pronunciation</i></u>	<u><i>Fluency</i></u>
<p>5 Phonetically correct Almost error-free Awareness of accent Genuine effort to sound like native speaker</p> <p>4 Comprehensible, generally correct Occasional error</p> <p>3 Frequent errors that confuse listener and require guessing at meaning</p> <p>2 Many errors that interfere with comprehensibility</p> <p>1 Most utterances contain errors Many utterances are incomprehensible Little communication</p> <p>0 No attempt</p>	<p>5 Smooth flow Quick, continuous flow Natural pauses</p> <p>4 Occasional hesitation, searching for words Speaker can self-correct and respond to cues</p> <p>3 Halting, hesitating Visibly translating before responding Can rephrase and respond</p> <p>2 Frequent hesitations, searches for words Overly translates questions before response Repeats question word before response Eventually responds</p> <p>1 Constant searching for vocabulary, verb tense Does not complete utterances</p> <p>0 No attempt May repeat cue</p>
<u><i>Syntax</i></u>	<u><i>Vocabulary</i></u>
<p>5 No grammatical errors Speaker self-corrects without hesitation</p> <p>4 Two or fewer syntax errors Minor errors that do not impede communication</p> <p>3 Frequent errors Self-corrects on some</p> <p>2 Many errors (agreement, verb forms) Errors in basic structures Errors impede communication</p> <p>1 Most structures incorrect Constant use of infinitive; no conjugation Listener understands only because of past experience</p> <p>0 No attempt or repeats cue</p>	<p>5 Very good; wide range Uses appropriate and new words and expressions Interesting response</p> <p>4 Good, appropriate vocabulary Generally good response</p> <p>3 Vocabulary is just adequate to respond No attempt to vary expressions Basic</p> <p>2 Inadequate vocabulary or incorrect use of lexical items Communication difficult</p> <p>1 Does not complete responses Responses one or two words in length Vocabulary repeated</p> <p>0 No attempt Totally irrelevant answer</p>

# Informal Speaking Rubric

Dimension	The student: 4	3	2	1
<b>Initiation</b>	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
<b>Response</b>	Almost always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
<b>Conversational Strategies</b>	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> <li>• circumlocution</li> <li>• survival strategies</li> <li>• intonation</li> <li>• self-correction</li> <li>• verbal cues</li> </ul>	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Incorporates a variety of old and new vocabulary.</li> <li>• Uses idiomatic expressions appropriate to topic.</li> <li>• Speaks clearly and imitates accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes a variety of old and limited new vocabulary.</li> <li>• Attempts to use idiomatic expressions appropriate to topic.</li> <li>• Speaks clearly and attempts accurate pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on basic vocabulary.</li> <li>• Speech is comprehensible in spite of mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited vocabulary.</li> <li>• Mispronunciations impede comprehensibility.</li> </ul>
<b>Structure</b>	Makes few errors in the following areas: <ul style="list-style-type: none"> <li>• verbs in utterances when necessary with appropriate subject-verb agreement</li> <li>• noun and adjective agreement</li> <li>• correct word order and article adjectives</li> </ul> Errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
<b>Cultural Appropriateness</b>	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

## Conversion Chart

22-24	10	12-13	6	3-4	2
19-21	9	10-11	5	1-2	1
17-18	8	7-9	4		
14-16	7	5-6	3		

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for a score of "1."

# Guidelines for Speaking

Each utterance receives

2 Points (Checkpoint C) <i>if it is...</i>	1 Point (Checkpoint B/C) <i>if it is...</i>	0 Points <i>if it is...</i>
<p><b>Comprehensible</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>Appropriate</b></p> <p style="text-align: center;"><b>AND</b></p> <p>Contains a preponderance of the following Checkpoint C attributes:</p> <ul style="list-style-type: none"> <li>• Initiates and/or sustains and/or advances the conversation</li> <li>• Uses common verb tense forms (including, past, present, future)</li> <li>• Uses accurate structure</li> <li>• Is articulated comprehensibly</li> <li>• Uses a variety of vocabulary that may expand or clarify meaning</li> <li>• Is extended (may contain more than one short, discrete utterance)</li> <li>• Uses culturally correct gestures, social conventions, and/or idiomatic expressions.</li> </ul>	<p><b>Comprehensible</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>Appropriate</b></p> <p style="text-align: center;"><b>BUT</b></p> <p>Is a single, short, discrete utterance consisting exclusively of Checkpoint B vocabulary/structures</p> <p style="text-align: center;"><b>OR</b></p> <p>Contains little or no evidence of Checkpoint C attributes (see Checkpoint C)</p>	<p><b>Incomprehensible</b></p> <p style="text-align: center;"><b>AND/OR</b></p> <p><b>Inappropriate</b></p> <hr/> <p style="text-align: center;"><b>Disregard if it is a...</b></p> <ul style="list-style-type: none"> <li>• Yes/No response</li> <li>• Socializing device</li> <li>• Restatement of all or essential parts of what the teacher said</li> <li>• Proper noun(s) in isolation</li> </ul>

**In order to be scored, a student utterance at Checkpoint C must be:**

- **Comprehensible:** Utterance makes sense to native speakers who know no English, but who are accustomed to speaking with non-native speakers;
- AND**
- **Appropriate:** Utterance contributes to the completion of the task.

**In order to receive TWO POINTS, a student utterance:**

***Contains a preponderance of the following attributes AND IS NOT a single, short, discrete utterance:***

- **Initiates and/or sustains and/or advances the conversation,** but may contain repetition, hesitation, or circumlocution.
- **Uses common verb tense forms (including past, present, future),** but may contain minor errors in formation and selection.
- **Uses accurate structure** in simple constructions, but may contain errors in more complex ones.
- **Is articulated comprehensibly,** but with difficulty for certain sounds, or in certain positions or combinations.
- **Uses a variety of vocabulary that is appropriate to the situation and may expand or clarify meaning,** but there may be minor inaccuracies.
- **Is extended,** but may contain short, discrete responses.
- **Uses culturally correct gestures, social conventions, and/or idiomatic expressions when appropriate.**

Note: Each utterance does not have to satisfy all of the criteria articulated above in order to score two points. The quality of the utterance should be predominantly characterized by these descriptors.

# Spontaneous Conversation Rubric

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**Comprehension:** The ability to understand what is said to the speaker.

- 2 Shows ability to understand the target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.
- 1 Can understand the target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.
- 0 Does not seem to understand the target language.

**Pronunciation:** Pronouncing words in such a way that native speaker would understand what is being said.

- 2 Can be understood in the target language, but may make few or minor errors. Makes an effort to sound “native,” i.e., uses target language speech patterns, intonation, and phrasing.
- 1 Can be understood in target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.
- 0 Makes major errors and/or uses English pronunciation rules to speak in the target language, or doesn’t/can’t respond.

**Vocabulary:** Words and expressions used in the target language.

- 2 Uses excellent vocabulary with relative ease. Demonstrates an increasing knowledge of words and expressions.
- 1 Uses vocabulary that is just adequate to respond. No attempt is made to use a variety of expressions. Generally understood, but limited to the very basic.
- 0 Makes no attempt, or response is totally irrelevant or inappropriate.

**Fluency:** Easy, smooth flow of speech, within a reasonable amount of time (15–20 seconds).

- 2 Has a generally smooth flow, with self-correction and little hesitation.
- 1 Speaks slowly, using hesitant or halting speech.
- 0 Makes no attempt or shows constant hesitation.

**Grammar:** Word order and sentence structures in the target language.

- 2 Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication.
- 1 Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication.
- 0 Makes many grammatical errors that negatively affect communication, or doesn’t/can’t respond.

# Speaking Situations Rubric

Place a check next to the appropriate statement that accurately reflects the student's performance. Circle the overall rate that represents the student's performance.

rate	check		
<b>A. Pronunciation and Comprehension</b>			
1		Pronunciation	Consistently interferes with comprehension of the message
2		Fluency	Even with extraordinary effort on the part of the listener, understanding is difficult
		Comprehension	The student consistently fails to understand what is being said/asked
3		Pronunciation	Often interferes with comprehension of the message
4		Fluency	An effort is required on the part of the listener to understand what is being said
		Comprehension	The student understands less than half of what is said/asked; repetition and rephrasing are often needed
5		Pronunciation	Only occasionally interferes with comprehension of the message
6		Fluency	Ideas are expressed without excessive pauses at a speed that may occasionally distract the listener
		Comprehension	The student understands most of what is said/asked
7		Pronunciation	Seldom interferes with comprehension of the message
8		Fluency	Ideas are expressed with few pauses at a speed that rarely distracts the listener
		Comprehension	The student has a good overall understanding of what is said/asked
9		Pronunciation	Very rarely interferes with comprehension of the message
10		Fluency	Ideas are expressed without unnatural pauses and at a natural speed
		Comprehension	The student understands virtually everything that is said/asked

rate	check		
<b>B. Vocabulary and Grammar</b>			
1		Vocabulary	The vocabulary is inadequate; there is no idiomatic feel
2		Accuracy	Errors often interfere with the message
3		Vocabulary	Uses a limited range of vocabulary; there are very few idiomatic expressions
4		Accuracy	Errors at times interfere with message
5		Vocabulary	Uses a range of vocabulary appropriate to the theme under discussion; uses some idiomatic expressions
6		Accuracy	Errors seldom interfere with the message
7		Vocabulary	Uses a wide range of vocabulary appropriate to the theme under discussion; most expressions have an idiomatic feel to them
8		Accuracy	Errors never interfere with the message

Score A \_\_\_\_\_

Score B \_\_\_\_\_

Final Score: \_\_\_\_\_

# Storytelling Rubric

Place a check next to the appropriate statement that accurately reflects the student's performance. Circle the overall rate that represents the student's performance.

rate	check	<b>A. Pronunciation and Comprehension</b>	
1		Pronunciation	Consistently interferes with comprehension of the message
2		Fluency/pace	Even with extraordinary effort on the part of the listener, understanding is difficult
		Comprehension	The student consistently fails to understand what is being read
3		Pronunciation	Often interferes with comprehension of the message
4		Fluency/pace	An effort is required on the part of the listener to understand what is being said
		Comprehension	The student understands less than half of what is read; stops and repetitions are often needed
5		Pronunciation	Only occasionally interferes with comprehension of the message
6		Fluency/pace	Sentences are read without excessive pauses at a speed that may occasionally distract the listener
		Comprehension	The student understands most of what is read
7		Pronunciation	Seldom interferes with comprehension of the message
8		Fluency/pace	Sentences are read with few pauses at a speed that rarely distracts the listener
		Comprehension	The student has a good overall understanding of what is read
9		Pronunciation	Very rarely interferes with comprehension of the message
10		Fluency/pace	Sentences are read without unnatural pauses and at a natural speed
		Comprehension	The student understands virtually everything that is read

rate	check	<b>B. Expression and Response</b>	
1		Tone of voice	Monochord, no expression
2		Audience's response	Nonexistent, no eye contact, unresponsive/fidgety
3		Tone of voice	Limited variations of expression
4		Audience's response	Limited eye contact, somewhat responsive
5		Tone of voice	Varied/appropriate expression
6		Audience's response	Eye contact, audience is responsive
7		Tone of voice	Wide range of expression
8		Audience's response	Very responsive, anticipating, participating

Score A \_\_\_\_\_

Score B \_\_\_\_\_

Final Score: \_\_\_\_\_

# General Writing Rubric

This rubric uses four 5-point scales (20 total points). Select some or all of the topics for assessment purposes. For example, vocabulary may be deleted or combined with another category.

<p style="text-align: center;"><b><u>Content</u></b></p>	<p style="text-align: center;"><b><u>Coherency</u></b></p>
<p style="text-align: center;"><b><u>Syntax</u></b></p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p>

- 5 Contextually correct  
Almost error-free  
Genuine effort to write like a native speaker
- 4 Comprehensible, generally correct  
Occasional error
- 3 Frequent errors that confuse reader and require guessing at meaning  
Obvious translation from English that is difficult to follow
- 2 Errors interfere with comprehensibility
- 1 Most clauses contain errors  
Many phrases are incomprehensible  
Fails to communicate main ideas
- 0 No response  
Does not fit topic

- 5 Smooth flow  
Very good transition  
Appropriate punctuation
- 4 Good use of transition, flow  
Each clause fits within context
- 3 Choppy  
Visibly translated  
Comprehensible
- 2 Much use of English  
Many restatements of same information  
Uses language significantly below expected level
- 1 Inappropriate phrases, isolated words  
Uses unrelated vocabulary
- 0 Incomprehensible  
No response

- 5 No grammatical errors
- 4 Few syntax errors  
Minor errors that do not impede communication
- 3 Frequent errors
- 2 Many errors (agreement, verb forms)  
Errors in basic structures  
Errors impede communication
- 1 Most structures incorrect  
Constant use of infinitive; no conjugation  
Reader understands only because of past experience
- 0 No attempt  
Indecipherable or illegible response

- 5 Very good; wide range  
Uses appropriate and new words and expressions  
Interesting response
- 4 Good, appropriate vocabulary  
Generally good response
- 3 Vocabulary is just adequate to respond  
No attempt to vary expressions  
Basic
- 2 Inadequate vocabulary or incorrect use of lexical items  
Communication difficult
- 1 Incomplete sentences or fragments  
Vocabulary repeated  
Inappropriate vocabulary
- 0 No attempt  
Totally irrelevant answer

# Writing Rubric

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## Essays, Compositions, Letters, Journals, Stories, Reactions, Summaries

- 5 Well-organized and articulated. Most of this written piece is appropriate and comprehensible. Shows subject-verb agreement, noun-adjective agreement (number and gender), makes a conscious effort to use accents, very few spelling errors. Makes use of new vocabulary and structures. Attempts to use a wide range of vocabulary. Interesting to read.
- 4 Well-organized. Appropriate and comprehensible in most parts. Communication is not affected by interference from English. This piece contains more than a few grammatical errors in agreement, tense, accents, etc. Good use of vocabulary and structures.
- 3 Expresses some ideas on the topic. Elements are appropriate and comprehensible. Contains more than a few grammatical errors. No conscious effort to use accents. Adequate use of vocabulary but could use more new words and structures.
- 2 Not very well-organized and ideas are poorly expressed even though it may be comprehensible. Communication may be hindered by inadequate vocabulary and lack of proper use of irregular verb forms, spelling errors (accents lacking), and other basic errors.
- 1 This piece is not acceptable for Checkpoint C level.

## Vocabulary

- 5 Very good vocabulary. Uses a wide range. Makes use of appropriate and new words and expressions. Interesting, creative response.
- 4 Good vocabulary. Makes use of appropriate words and some new lexical items. Generally good response.
- 3 Vocabulary is just adequate to respond. No attempt made to use a variety of expressions. Generally understood but limited to the very basic.
- 2 Inadequate vocabulary or incorrect use of lexical items, leading to a lack of communication.
- 1 Does not complete answers due to the lack of vocabulary. Answers tend to be one or two words in length.

## Syntax

- 5 No grammatical errors.
- 4 One or two errors in structure. They are very minor and do not interfere with communication.
- 3 More than a few grammatical errors
- 2 Many errors in agreement (noun-adjective and number and gender), inappropriate verb forms used. These errors occur in structures that are basic at this level. Errors affect communication.
- 1 Most structures are incorrect. Constant use of the infinitive form of the verb, no evidence of knowledge of conjugation.

# Checkpoint C Writing Rubric\*

Dimension	The response: 4	3	2	1
<b>Purpose/Task</b>	Accomplishes the task; includes <b>many</b> details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes <b>some</b> details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes <b>few</b> details, some of which may be only <b>loosely connected</b> to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides <b>few or no</b> supporting details.
<b>Organization</b> The extent to which the response exhibits direction, shape, and coherence.	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentences and/or disconnected ideas.
<b>Vocabulary</b>	Includes a <b>wide variety</b> of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a <b>variety</b> of vocabulary related to the topic.	Includes <b>basic</b> vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes <b>limited</b> vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.
<b>Structure/Conventions</b> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Tense</li> <li>• Noun-adjective agreement</li> <li>• Correct word order</li> <li>• Spelling/diacritical marks</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>high degree</b> of control of <b>Checkpoint C</b> structure/conventions:</li> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p><b>Errors do not hinder overall comprehensibility of the passage.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates <b>some</b> control of <b>Checkpoint C</b> structure/conventions:</li> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p><b>Errors do not hinder overall comprehensibility of the passage.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates <b>some</b> control of <b>Checkpoint C</b> structures/conventions.</li> </ul> <p><b>Errors do hinder overall comprehensibility and/or there are numerous Checkpoint A/B errors.</b></p> <p>----- OR -----</p> <ul style="list-style-type: none"> <li>• Demonstrates a <b>high degree</b> of control, but uses <i>only</i> <b>Checkpoint A/B</b> structures/conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>little control</b> of <b>Checkpoint C</b> structures/conventions:</li> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p><b>Errors impede overall comprehensibility of passage.</b></p>

Word Count: 100+ words = 2 points, 50–99 = 1 point, <50 = 0 points

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."

If a paper scores a zero on purpose/task, the entire response receives a zero.

### Conversion Chart

17 - 18 = 8	11 - 12 = 5	4 - 5 = 2
15 - 16 = 7	8 - 10 = 4	2 - 3 = 1
13 - 14 = 6	6 - 7 = 3	0 - 1 = 0

Total Raw Score \_\_\_\_\_ Total Score \_\_\_\_\_

\* **Modified Checkpoint A/B Rubric <see Writing Checklist>**

# Word Count Guidelines

**Definition:** A word is a letter or collection of letters, surrounded by space, which in the target language is comprehensible, and contributes to the development of the task. This definition holds even when words are grammatically incorrect.

Example: *à le* (French) = 2 words; *de el* (Spanish) = 2 words

- Names of people do not count.
- Place names and brand names from the target culture count as words; all other places (*K-Mart*) and brand names (*Coke, Pepsi*) are disregarded.
- Contractions are one word.
- Salutations and closings in notes written in the target language are counted. (There is no penalty if students do not use salutations or closings.)
- Commonly used abbreviations in target language are counted.

<b>French</b>	<b>German</b>	<b>Italian</b>	<b>Spanish</b>
<i>Île St. Louis</i> = 3 words <i>La Tour Eiffel</i> = 3 words <i>La Eiffel Tower</i> = 2 words <i>Paris</i> = 1 word <i>L'hôpital</i> = 1 word <i>Jacques</i> = 0 words <i>des États-Unis</i> = 2 words <i>les Galeries Lafayette</i> = 3 words <i>J'ai</i> = 1 word (verb contractions = 1 word)	<i>Josef</i> = 0 words <i>Auf Wiedersehen</i> = 2 words <i>Wie geht's</i> = 2 words <i>Deutschland</i> = 1 word <i>München</i> = 1 word <i>Marktplatz</i> = 1 word <i>Fanta</i> = 1 word <i>Sprite</i> = 0 words	<i>Giuseppe</i> = 0 words <i>Il Colosseo</i> = 2 words <i>Venezia</i> = 1 word <i>nell'aula</i> = 1 word <i>la Coca-cola</i> = 1 word <i>fare lo shopping</i> = 3 words <i>all'una</i> = 1 word <i>alle tre</i> = 2 words <i>d'estate</i> = 1 word <i>in primavera</i> = 2 words	<i>Nueva York</i> = 2 words <i>el Corte Inglés</i> = 3 words <i>La Universidad de Salamanca</i> = 4 words <i>José</i> = 0 words <i>La Torre Pendente</i> = 3 words

# Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
<b>Purpose/Task</b> <ul style="list-style-type: none"> <li>Accomplishes the task</li> <li>Includes details</li> <li>Connects ideas to task/purpose</li> </ul>					
<b>Organization</b> <ul style="list-style-type: none"> <li>Exhibits a logical and coherent sequence</li> <li>Has a beginning, middle, and end</li> <li>Makes smooth transitions</li> </ul>					
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Includes a variety of vocabulary</li> <li>Uses relevant and accurate words</li> </ul>					
<b>Structure</b> (degree to which errors hinder overall comprehensibility) <ul style="list-style-type: none"> <li>Subject-verb agreement</li> <li>Present, past, future ideas expressed as appropriate</li> <li>Noun-adjective agreement</li> <li>Correct word order</li> <li>Spelling/diacritical marks</li> </ul>					
<b>Word Count</b> <ul style="list-style-type: none"> <li>Comprehensible</li> <li>In target language</li> </ul>			100 +	50-99	<50

Raw Score	Total Score
17-18	= 8
15-16	= 7
13-14	= 6
11-12	= 5
8-10	= 4
6-7	= 3
4-5	= 2
2-3	= 1
0-1	= 0

Total Raw Score

Final Task Score

### Using the conversion chart

By applying the rubric, compute the raw score for each writing task. Find that raw score on the conversion chart, which creates a score of up to 8 points. Add the two scores (one score from each of the two tasks) together and record this total score (up to 16 points) on the answer booklet.