

WRITING RUBRIC

Name: _____

Assignment: _____

CATEGORY	1-2 Does not meet expectations	3 Approaches expectations	4 Meets expectations	5 Exceeds expectations	Teacher Comments
Task completion	Task minimally complete. Provides little or no information.	Partially completes task; lacks important information or response is too basic.	Completes task appropriately.	Completes task by elaborating on theme, with high level of detail and/or creativity	
Grammar & Spelling	Frequent and/or serious errors that often interfere with comprehension.	Some errors in basic grammatical structures and / or spelling.	Uses appropriate grammatical structures and spelling for this level with some errors.	Uses a variety of grammatical structures and spelling with few or no errors.	
Style & Complexity	Minimal command of the language. Some use of complete sentences; Incorrect or limited use of cohesive devices*, and idiomatic expressions.	Some command of the language. Simple and/or repetitive sentences. Limited use of cohesive devices* and idiomatic expressions.	Adequate to good command of the language. Some variety of sentence structures, cohesive devices* and idiomatic expressions.	Strong command of the language. Variety of sentence structures, cohesive devices* and idiomatic expressions.	
Vocabulary	Inadequate/inaccurate use of vocabulary. Limited and/or repetitive.	Somewhat inadequate and/or inaccurate use of vocabulary.	Adequate and accurate use of some old and new vocabulary.	Rich, varied, and accurate use of old and new vocabulary.	

*See explanation below in *Style and Complexity*

RUBRIC EXPLANATION

TASK COMPLETION

This measures how thoroughly the student completed the task (detail, length, “big picture”). A response that is very short negatively impacts other category scores (style/complexity, vocabulary, grammar/spelling, fluency, pronunciation) due to insufficient evidence.

STYLE & COMPLEXITY

This measures the degree of sophistication and style used to communicate ideas — not *what* was said, but *how* it was said. **Cohesive devices** are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the ‘narrative’ is a story, a description, or a set of instructions. **Adverbs** and **conjunctions** serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*).

VOCABULARY

This measures accuracy, variety and quantity of vocabulary in the student response. When students choose simplified vocabulary in an attempt to avoid errors, the result is often accurate but inadequate use of vocabulary. Students should learn to use basic circumlocution. For instance, if a student does not know the word for an “auto repair shop”, the student could use words such as “where they fix cars, a place for broken cars, a car hospital or a car doctor.” In a formative assessment, recently learned vocabulary should be evident in the response where appropriate. In a summative assessment (usually end-of-unit, or end-of-year), the student should incorporate vocabulary from prior units or courses.

GRAMMAR & SPELLING

This measures the use and accuracy of language structures/spelling. In summative assessments (usually end-of-unit or end-of-year), students are asked to demonstrate the skills acquired over the whole language learning experience. Due to the fact that in a writing task the student has more opportunity for reflection and self-correction, the expectation level is slightly higher in the grammar category for writing than for speaking. Depending on the topics stressed in class, the teacher may want to weigh one skill more than another. Repeated errors have less impact than a variety of errors.