

Scoring Rubric for Written Expression — Responding to a Letter, Memo or Email and Opinion/Position Essay

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code switching • Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/ or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

Scoring Rubric for Written Expression — Lesson Plan

Score	General Description	Features/Dimensions		
		Task Completion	Content Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and fully elaborates all categories (school grade, vocabulary, materials, procedure, and assessment) 	<ul style="list-style-type: none"> • Demonstrates a high degree of content understanding; all content information is accurate and well developed • All teaching techniques described are appropriate for grade level and objective given • All materials and activities discussed are appropriate for grade level and objective given • Assessment instrument described elicits appropriate information on targeted learning objective and is appropriate for grade level 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses all categories (school grade, vocabulary, materials, procedure, and assessment), but some points are not fully elaborated 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of content understanding; all content information is accurate • Most teaching techniques described are appropriate for grade level and objective given • Most materials and activities discussed are appropriate for grade level and objective given • Assessment instrument described elicits moderate amount of information related to learning objective 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code switching • Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses only some of the categories (school grade, vocabulary, materials, procedure, and assessment) 	<ul style="list-style-type: none"> • Demonstrates a low degree of content understanding; only some content information is accurate • Some of the teaching techniques described are appropriate for grade level and/or objective given • Some materials and activities discussed are appropriate for grade level and/or objective given • Assessment instrument elicits minimal information related to learning objective 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses almost none of the categories (school grade, vocabulary, materials, procedure, and assessment) 	<ul style="list-style-type: none"> • Demonstrates a poor understanding of content; content information is inaccurate • Teaching techniques described are not appropriate for grade level and/or objective given • Materials are not connected to procedures and activities are not appropriate for grade level and/or objective given • Assessment instrument is not described and/or the instrument described does not relate to learning objective 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)