## **APPENDIX II**

## Writing Tasks - Holistic Rubric

Does Not Meet Expectations	Range: 54% - 73%				
Task Completion	Minimal completion of the task and/or content frequently inappropriate.				
Comprehensibility	Text barely comprehensible.				
Level of Discourse	Attempted use of complete sentences; no or almost no cohesive devices.				
Vocabulary	Inadequate and/or inaccurate use of vocabulary.				
Language Control	Inadequate and/or inaccurate use of basic language structures.				
Mechanics	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.				
Almost Meets Expectations	Range: 74% - 83%				
Task Completion	Partial completion of the task; content mostly appropriate; ideas undeveloped.				
Comprehensibility	Text mostly comprehensible, requiring interpretation on the part of the reader.				
Level of Discourse	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.				
	Somewhat inadequate and/or inaccurate use of vocabulary.				
Vocabulary	Emerging use of basic language structures.				
Language Control	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.				
Mechanics					
Meets Expectations	Range: 84% - 93%				
Task Completion	Completion of the task; content appropriate; ideas adequately developed.				
Comprehensibility	Text comprehensible, requiring minimal interpretation on the part of the reader.				
Level of Discourse	Emerging variety of complete sentences and some cohesive devices.				
Vocabulary	Adequate and accurate use of vocabulary.				
Language Control	Emerging control of basic language structures.				
Mechanics	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.				
Exceeds Expectations	Range: 93.5% – 100%				
Task Completion	Superior completion of the task; content appropriate; ideas well developed and well				
	organized.				
Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader.				
Level of Discourse	Variety of complete sentences and of cohesive devices.				
Vocabulary	Rich use of vocabulary.				
Language Control	Control of basic language structures.				
Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.				

Based on a format developed by Fairfax County Public Schools, Fairfax, Virginia, 2004.

## Writing Rubric

	1/2	1	11/2	2 21/2	3	4 41/2	5	6	
		Minimal		Partial completion of the	_	Completion of the	-	Superior completion	
Task		completion of the		task; content superficial		task; content		of the task; content	
Completion		task; content		and/or repetitive.		appropriate; ideas		rich; ideas well	
compression		extremely				adequately		developed,	
		superficial and/or				developed with		convincing, and/or	
		very repetitive.				some elaboration		imaginative.	
		very repetitive.				and detail.		iniuginuti ve.	
	1/2	1	11/2	2 21/2	3	4 4 <sup>1</sup> / <sub>2</sub>	5	6	
		Inadequate range		Limited range of	_	Adequate range of		Wide range of	
Vocabulary		and/or inaccurate		vocabulary; use		vocabulary with a		vocabulary with	
2		use of vocabulary.		sometimes inaccurate		few idiomatic		some idiomatic	
		,		and/or inappropriate.		expressions; use		expressions; use	
				11 1		generally accurate		accurate and	
						and appropriate.		appropriate.	
	1⁄2	1	11/2	2 21/2	3	4 4 <sup>1</sup> / <sub>2</sub>	5	6	
		Emerging control		Control of basic		Control of basic		Control of basic	
Language		of basic language		language structures and		language structures		language structures	
Control		structures and		minimal or no use of		and occasional use		and use of a variety	
		minimal or no use		advanced language		of advanced		of advanced	
		of advanced		structures.		language structures.		language structures.	
		language							
		structures.							
	1⁄2	1	11/2	2	21/2	3	31⁄2	4	
a 1		Text barely		Text mostly		Text		Text readily	
Comprehens-		comprehensible.		comprehensible,		comprehensible,		comprehensible,	
ibility				requiring interpretation		requiring minimal		requiring no	
				on the part of the reader.		interpretation on the		interpretation on the	
	1/2	1	11/	2	21/2	part of the reader.	31/2	part of the reader. $4$	
	1/2	Variety of	11/2	2 Variety of discrete	21/2	5	31/2	4 Paragraph-length	
Level of		discrete		sentences;		Emerging		discourse; variety of	
Discourse		sentences; a few		predominantly basic		paragraph-length discourse; variety of		cohesive devices	
Discourse		basic cohesive		cohesive devices.		cohesive devises		appropriate for this	
		devices.		collesive devices.		appropriate for this		level.	
		ue vices.				level.			
L	1	1			1	Raw Score		/ 26	
26	1009	<u>% 19.5</u>	87%	<u>13</u>	7	4 <u>%</u>	6.5		
25.5	999		86%			3%	6	60%	
25	98%		85%			2%	5.5	59%	
24.5	979	<u>// 18</u>	84%	11.5		1%	5	58%	
24	96%		83%			0%	4.5	56%	
23.5	95%		82%			<u>9%</u>	4	55%	
23  94%  16.5  819				<u>3.5</u>	56%				
22.5  93% 16 80%					3	54%			
		<u>79%</u> 78%	$\frac{9  66\%}{8.5  65\%}$			<u>2.5</u> 2	<u> </u>		
$\frac{21.3}{21}$ $\frac{90\%}{14.5}$		77%	8 64%		$\frac{2}{1.5}$	<u> </u>			
$\frac{21}{20.5}$	899		76%			<u>3%</u>	1	<u> </u>	
20	889		75%			<u>2%</u>	0.5	49%	
Converted % Score %						FINAL GRADE			