

APPENDIX II

Writing Tasks - Holistic Rubric

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

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

Writing Rubric

	½	1	1½	2	2½	3	4	4½	5	6
Task Completion		Minimal completion of the task; content extremely superficial and/or very repetitive.		Partial completion of the task; content superficial and/or repetitive.			Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.			Superior completion of the task; content rich; ideas well developed, convincing, and/or imaginative.
Vocabulary		Inadequate range and/or inaccurate use of vocabulary.		Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.			Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.			Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.
Language Control		Emerging control of basic language structures and minimal or no use of advanced language structures.		Control of basic language structures and minimal or no use of advanced language structures.			Control of basic language structures and occasional use of advanced language structures.			Control of basic language structures and use of a variety of advanced language structures.
Comprehensibility		Text barely comprehensible.		Text mostly comprehensible, requiring interpretation on the part of the reader.			Text comprehensible, requiring minimal interpretation on the part of the reader.			Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse		Variety of discrete sentences; a few basic cohesive devices.		Variety of discrete sentences; predominantly basic cohesive devices.			Emerging paragraph-length discourse; variety of cohesive devices appropriate for this level.			Paragraph-length discourse; variety of cohesive devices appropriate for this level.

Raw Score _____ / 26

26 100%
25.5 99%
25 98%
24.5 97%
24 96%
23.5 95%
23 94%
22.5 93%
22 92%
21.5 91%
21 90%
20.5 89%
20 88%

19.5 87%
19 86%
18.5 85%
18 84%
17.5 83%
17 82%
16.5 81%
16 80%
15.5 79%
15 78%
14.5 77%
14 76%
13.5 75%

13 74%
12.5 73%
12 72%
11.5 71%
11 70%
10.5 69%
10 68%
9.5 67%
9 66%
8.5 65%
8 64%
7.5 63%
7 62%

6.5 61%
6 60%
5.5 59%
5 58%
4.5 56%
4 55%
3.5 56%
3 54%
2.5 53%
2 52%
1.5 50%
1 51%
0.5 49%

Converted % Score _____ %

FINAL GRADE _____