Level 1 Presentational Writing Rubric

Novice Mid

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I complete each part of the task and meet or exceed the word count goal. My ideas are mostly well organized and represent familiar topics. | I complete each part of the task and meet the word count goal. My ideas are somewhat organized and focus on practiced topics. | I complete some of the task and/or am near the word count goal. My ideas are disorganized at times, and I struggle to relate practiced topics. | I demonstrate minimal completion of the task or word count goal. My ideas are not presented in an organized way or may seem random. |
| **How well do I use unit vocabulary?** | I correctly use a moderate number of high-frequency words and target structures from the current unit. My vocabulary demonstrates the developing ability to use memorized structures to relate familiar topics. | I include a few high-frequency words and target structures correctly and appropriately from the current unit. I make use of a few memorized vocabulary words and phrases to convey meaning. | I use very limited high-frequency words and target structures from the current unit. I repeatedly use a select few memorized phrases to relate a familiar topic. | I have little or no evidence of high-frequency words and target structures present or used correctly. I only use basic vocabulary, or my language sample may be too limited for evaluation. |
| **How complex is my writing?** | I use mostly isolated words, memorized phrases, and lists. I am beginning to organize simple ideas in short sentences that are often choppy or may contain grammatical errors. | I use mostly isolated words and lists with some memorized phrases. My attempts at simple sentences are incomplete or contain grammatical errors. | I use only isolated words, memorized phrases, and lists with few memorized phrases. I cannot yet write at the sentence level. | My writing is incomplete due to a lack of memorized language. |
| **How well am I understood?** | Although my writing will be difficult for a native speaker to understand, I can correctly produce memorized language that can be understood by a world language instructor with moderate or minimal effort. | I make use of enough memorized language to convey meaning that can be understood by a world language instructor with considerable effort. | My writing is difficult to understand, even for a world language instructor. | My writing is difficult to understand because my errors are frequent. My language sample may be too limited for evaluation, or my native language interferes with my writing. |
| **What cultural knowledge and understanding do I demonstrate?** | I include a moderate amount of accurate information about the target culture using memorized, culturally appropriate expressions and basic writing conventions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include somewhat accurate information about the target culture using some memorized, culturally appropriate expressions and basic writing conventions. I show an emerging understanding of the relationships among products, practices, and perspectives within the presentation. | I include information about the target culture that may be lacking context or contain inaccuracies. I can use a few memorized, culturally appropriate expressions and basic writing conventions. I show a very simple understanding of the relationships among products, practices, and perspectives within the presentation. | I present very limited information about the target culture or the cultural information I present is not correct. |

Level 2 Presentational Writing Rubric

Novice High

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I complete each part of the task and meet or exceed the word count goal. My ideas are well organized and express familiar topics. | I complete each part of the task and meet the word count goal. My ideas are mostly organized and reflect practiced topics. | I complete some of the task and/or am near the word count goal. My ideas are somewhat organized and mostly restate topics from class. | I demonstrate minimal completion of the task or word count goal. My ideas are not presented in an organized way or may seem random. My sentences or thoughts may be incomplete due to a lack of memorized language. |
| **How well do I use unit vocabulary?** | I correctly use many high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to use memorized structures to relate familiar topics. | I include some high-frequency words and target structures correctly and appropriately from the current unit. I make use of some memorized vocabulary to convey meaning. | I may only use a few high-frequency words and target structures from the current unit. I repeatedly use a few memorized phrases to relate a familiar topic. | I have little or no evidence of high-frequency words and target structures present or used correctly. I only use basic vocabulary, or my language sample may be too limited for evaluation. |
| **How complex is my writing?** | I recombine memorized vocabulary into simple sentences, but my writing sometimes breaks down to the word or phrase level and sometimes contains grammatical errors. | I use mostly words, phrases, and lists. I am beginning to write short sentences that are often choppy or contain grammatical errors. | I write using very few isolated memorized words. My writing contains numerous errors. | My writing is incomplete due to a lack of memorized language. |
| **How well am I understood?** | Although my writing may be difficult for a native speaker to understand, I can correctly produce memorized language that can be easily understood by a world language instructor. | I make use of enough memorized language to convey meaning that can be mostly understood by a world language instructor. | My writing is at times difficult to understand, even for a world language instructor. | My writing is difficult to understand because my errors are frequent. My language sample may be too limited for evaluation, or my native language interferes with my writing. |
| **What cultural knowledge and understanding do I demonstrate?** | I include accurate information about the target culture using memorized, culturally appropriate expressions and basic writing conventions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include mostly accurate information about the target culture using some memorized, culturally appropriate expressions and basic writing conventions. I show an emerging understanding of the relationships among products, practices, and perspectives within the presentation. | I include information about the target culture that may be lacking context or contain inaccuracies. I can use a few memorized, culturally appropriate expressions and basic writing conventions. I show a very simple understanding of the relationships among products, practices, and perspectives within the presentation. | I present very limited information about the target culture or the cultural information I present is not correct. |

Level 3 Presentational Writing Rubric

Intermediate Low

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I complete each part of the task and meet or exceed the word count goal. My ideas are well developed and represent familiar topics, topics of interest, and/or personal information. | I complete each part of the task and meet the word count goal.  My ideas are well organized and express familiar topics. | I complete some of the task and/or am near the word count goal. My ideas are mostly organized and reflect practiced topics. | I attempt the task but do not approach the word count goal. My ideas are somewhat organized and mostly restate topics from class. |
| **How well do I use unit vocabulary?** | I correctly use a variety of high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to recombine memorized structures to relate everyday topics. | I correctly use many high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to use memorized structures to relate familiar topics. | I include some high-frequency words and target structures correctly and appropriately from the current unit. I make use of some memorized vocabulary to convey meaning. | I may only use a few high-frequency words and target structures from the current unit. I repeatedly use a few memorized phrases to relate a familiar topic. |
| **How complex is my writing?** | I recombine memorized vocabulary to create both simple sentences and questions. While my writing may still contain grammatical errors, I understand basic word order and can write conversational-style sentences. | I recombine memorized vocabulary into simple sentences, but my writing sometimes breaks down to the word or phrase level and sometimes contains grammatical errors. | I use mostly words, phrases, and lists. I am beginning to write short sentences that are often choppy or contain grammatical errors. | I write using very few isolated memorized words. My writing contains numerous errors. |
| **How well am I understood?** | I can correctly recombine memorized language that can be easily understood by a world language instructor as well as native speakers who are accustomed to working with language learners. | Although my writing may be difficult for a native speaker to understand, I can correctly produce memorized language that can be easily understood by a world language instructor. | I make use of enough memorized language to convey meaning that can be mostly understood by a world language instructor. | My writing is at times difficult to understand, even for a world language instructor. |
| **What cultural knowledge and understanding do I demonstrate?** | I include accurate information about the target culture and demonstrate cultural differences using culturally appropriate vocabulary. I show a growing understanding of the relationships among products, practices, and perspectives within the presentation. | I include accurate information about the target culture using memorized, culturally appropriate expressions and basic writing conventions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include mostly accurate information about the target culture using some memorized, culturally appropriate expressions and basic writing conventions. I show an emerging understanding of the relationships among products, practices, and perspectives within the presentation. | I include information about the target culture that may be lacking context or contain inaccuracies. I can use a few memorized, culturally appropriate expressions and basic writing conventions. I show a very simple understanding of the relationships among products, practices, and perspectives within the presentation. |

Level 4 Presentational Writing Rubric

Intermediate Mid

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I complete each part of the task and meet or exceed the word count goal. My ideas are well developed and depict a variety of common and personal-interest topics. I can go beyond practiced topics to express my own thoughts. | I complete each part of the task and meet or exceed the word count goal. My ideas are well developed and represent familiar topics, topics of interest, and/or personal information. | I complete each part of the task and meet the word count goal.  My ideas are well organized and express familiar topics. | I complete some of the task and/or am near the word count goal. My ideas are mostly organized and reflect practiced topics. |
| **How well do I use unit vocabulary?** | I correctly use a wide range of high-frequency words and target structures from the current unit. I am beginning to use known vocabulary and circumlocution to compensate for missing vocabulary. | I correctly use a variety of high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to recombine memorized structures to relate everyday topics. | I correctly use many high-frequency words and target structures from the current unit. My vocabulary demonstrates the ability to use memorized structures to relate familiar topics. | I include some high-frequency words and target structures correctly and appropriately from the current unit. I make use of some memorized vocabulary to convey meaning. |
| **How complex is my writing?** | My writing shows a firm understanding of basic sentence structure and verb forms with few grammatical errors. My writing is consistently at the sentence level, and I can connect sentences with transitional words as well as formulate questions. | I recombine memorized vocabulary to create both simple sentences and questions. While my writing may still contain grammatical errors, I understand basic word order and can write conversational-style sentences. | I recombine memorized vocabulary into simple sentences, but my writing sometimes breaks down to the word or phrase level and sometimes contains grammatical errors. | I use mostly words, phrases, and lists. I am beginning to write short sentences that are often choppy or contain grammatical errors. |
| **How well am I understood?** | I can express my own ideas in ways that can be easily understood by native speakers who are accustomed to working with non-native speakers. | I can correctly recombine memorized language that can be easily understood by a world language instructor as well as native speakers who are accustomed to working with language learners. | Although my writing may be difficult for a native speaker to understand, I can correctly produce memorized language that can be easily understood by a world language instructor. | I make use of enough memorized language to convey meaning that can be mostly understood by a world language instructor. |
| **What cultural knowledge and understanding do I demonstrate?** | I include detailed and accurate information about the target culture and demonstrate cultural differences using culturally appropriate vocabulary. I show a strong understanding of the relationships among products, practices, and perspectives within the presentation. | I include accurate information about the target culture and demonstrate cultural differences using culturally appropriate vocabulary. I show a growing understanding of the relationships among products, practices, and perspectives within the presentation. | I include accurate information about the target culture using memorized, culturally appropriate expressions and basic writing conventions. I show a basic understanding of the relationships among products, practices, and perspectives within the presentation. | I include mostly accurate information about the target culture using some memorized, culturally appropriate expressions and basic writing conventions. I show an emerging understanding of the relationships among products, practices, and perspectives within the presentation. |