

Level 2 Writing

Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by level of discourse, vocabulary, language control, and mechanics.

Task Completion

This domain measures how thoroughly the student completes the required task.

Vocabulary: Inadequate and/or inaccurate vocabulary may produce undeveloped content.

Language Control: Inadequate use of basic language structures may produce undeveloped content.

Task Completion

- The response must include all required elements of the task, including the minimum number of words or sentences, to receive a score of 3 or higher.

Each rating for this domain has particular characteristics:

1 Minimal completion of the task and/or content frequently inappropriate.

- The student makes an effort but falls short, possibly missing required elements.
- Response may be unrelated to the assigned task.
- There may be very little ratable material.

2 Partial completion of the task; content mostly appropriate; ideas undeveloped.

- Response is mostly relevant but lacks appropriate details.
- A required portion of the task may be missing.

3 Completion of the task; content appropriate; ideas adequately developed.

- All required elements are present.
- Response directly relates to the task as given.
- Response has sufficient information or detail based on learned material.
- Response may show organization.

4 Superior completion of the task; content appropriate; ideas well developed and well organized.

- All required elements are present.
- Student is able to use a variety of learned expressions to provide detail.
- Response is usually well organized and cohesive.

Comprehensibility

This domain measures the degree to which the sympathetic reader needs to interpret the student's response.

Vocabulary: Inaccurate use of vocabulary which requires interpretation on the part of the reader hinders comprehension

Language Control: Inaccurate use of basic language structures may hinder comprehensibility when they require interpretation by the reader.

Mechanics: Repeated and/or a variety of errors in mechanics, particularly spelling, may impact comprehensibility.

Comprehensibility

- Comprehensibility covers the big picture.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility.
- Organization or lack thereof may affect comprehensibility.

Each rating for this domain has particular characteristics:

1 Text barely comprehensible.

- Text is almost impossible to understand, even by a sympathetic reader.
- Errors of vocabulary, grammar, and/or spelling may be impossible to decipher.
- Text requires reader to “figure out” what the student is trying to say.

2 Text mostly comprehensible, requiring interpretation on the part of the reader.

- A sympathetic reader should be able to “figure out” most of the text.
- Some parts of the text may still be incomprehensible.

3 Text is comprehensible, requiring minimal interpretation on the part of the reader.

- The reader may have to pause briefly in order to fully understand the text.
- Ideas should flow and show some organization.

4 Text readily comprehensible, requiring no interpretation on the part of the reader.

- A sympathetic reader should be able to understand all of the text with very brief pauses.
- Text should flow in such a way that the reader can readily understand it.

Level 2 Writing Explanation of Rubric

Level of Discourse reflects the degree of linguistic sophistication used to communicate ideas.

Level of Discourse

This domain measures the degree of linguistic sophistication used to communicate ideas (not what is said, but *how* it is said). At this level, students typically respond using memorized phrases and sentences. Student risk-taking and attempts to actually create with the language begin to enrich communication. A higher level of writing is achieved by using and recombining learned vocabulary and language structures in a meaningful and personalized way. A variety of verbs, subject pronouns, sentence constructions, and cohesive devices* all add to the overall flow and richness of the writing.

***Cohesive devices** are described by ACTFL as follows: "These 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*). They permit logical sequencing; they establish time-frames for actions and events; they create structures of meaning by establishing principal and supporting language units."

Issues regarding Level of Discourse:

- Expectations in this domain for Level 2 vary greatly from beginning to end of year.

Each rating for this domain has particular characteristics:

1 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.

- Sentences consist primarily of memorized utterances.
- Sentences are mostly complete yet repetitive.
- Sentences may occasionally contain some recombinations of learned material.
- There are no or almost no cohesive devices.

2 Use of complete sentences, some repetitive; few cohesive devices.

- Sentences consist of some recombinations of learned material, demonstrating an emerging ability to create with the language.
- Sentences use a variety of verbs (about 5) and possibly of subjects.
- There are a few cohesive devices (about 3 different ones).

3 Emerging variety of complete sentences; some cohesive devices.

- Student demonstrates an ability to create with the language using a variety of basic novel sentences.
- Sentences use a variety of verbs (6+) and possibly of subjects.
- There are some cohesive devices (about 5 different ones).

4 Variety of complete sentences and of cohesive devices.

- Student demonstrates an ability to create with the language using a variety of basic novel sentences and multi-clause sentences.
- Sentences use a variety of verbs (6+) and possibly of subjects.
- There is also a variety of cohesive devices.



Vocabulary, Language Control and Mechanics reflect the accuracy and variety of the language produced. Each of these domains should be rated independently.

Vocabulary

This domain measures accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught 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.”
- Titles of films, books, and TV shows can be given in English, but the response gets no vocabulary credit for the title.
- In a *formative assessment*, recently learned vocabulary should be evident in the response where appropriate.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate vocabulary from Level 1 and Level 2.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Response may include English.
- Response may include very few words.

2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- Some vocabulary may be used inappropriately.
- Some English may still be used.
- Response may lack quantity of descriptive words.

3 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary and expressions.
- Most vocabulary is used accurately and appropriately.
- Attempts may be made to include less commonly used vocabulary and expressions.

4 Rich use of vocabulary.

- Student accurately uses a rich variety of vocabulary and expressions.
- Response includes a large quantity of vocabulary and/or expressions.
- Attempts may be made to include less commonly used vocabulary and expressions.
- Student may use known vocabulary to circumlocute unknown expressions.

Level 2 Writing Explanation of Rubric

Language Control

This domain measures the use and accuracy of basic language structures.

Basic Language Structures — Level 2

Western European Languages

- Subject pronouns
- Subject—verb agreement
- Reflexive verbs
- Noun-adjective agreement
- Negatives
- Interrogatives/Question formation
- Word order
- Gender
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense / (adjective / verb) / (present / future, past)
- Negatives (verbs / adjectives)
- Progressive form (*~imasu form*)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the past tense), these structures should be considered “basic language structures” for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the past tense), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student’s score in a summative assessment. More emphasis should be placed on basic language structures.
- 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 Language Control domain for the writing performance than in the speaking performance.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of basic language structures.

- There is a very high proportion of grammatical errors.
- There is little or no evidence of the correct use of basic language structures.

2 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

3 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly about three quarters of the time.

4 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

Mechanics

This domain measures accuracy of spelling, punctuation, and capitalization and the proper use of diacritical marks (accents, umlauts, tildes, cedillas, etc.). Since this domain measures four different aspects, the student should be rewarded for what is correct as well as penalized for what is incorrect. Depending on the language taught and the topics stressed in class, the teacher may want to weigh one aspect more than another. Also, repeated errors have less impact than a variety of errors.

Issues regarding Mechanics:

- Since spelling interferes most with comprehensibility, more weight should be given to spelling mistakes than other errors in mechanics.
- A response which is very short or includes many English words cannot receive more than a 2 in this domain because there is insufficient evidence of correct mechanics.
- A misspelled verb ending should be considered a grammatical error and should not be evaluated in this domain.
- A spelling mistake in the root of the verb is considered an error in mechanics, except when it is a stem-changing verb.

Each rating for this domain has particular characteristics:

1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student may frequently misspell words. The errors may impede understanding of content, even by a sympathetic reader.
- Punctuation and/or capitalization may be missing and/or improperly used.
- There may be missing and/or misplaced diacritical marks.
- Response may be extremely short or include many words in English, providing insufficient evidence of correct mechanics.

2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

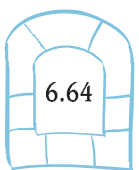
- Student may misspell some words. Errors may not impede understanding of content by a sympathetic reader.
- Some punctuation and/or capitalization may still be missing and/or improperly used.
- There still may be missing and/or misplaced diacritical marks.
- Response may be extremely short or include several words in English, providing somewhat insufficient evidence of correct mechanics.

3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student writes mostly with accurate spelling, punctuation, and capitalization, although there may be occasional errors. These errors should not impede understanding of content by a sympathetic reader.
- There still may be occasional missing and/or misplaced diacritical marks.

4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

- Student writes with accurate spelling, punctuation, and capitalization.
- There may be minor errors in spelling, punctuation, and/or capitalization and in the use of diacritical marks. These minor errors do not impede understanding of content by a sympathetic reader.



6.64

6. ASSESSMENT