**DAVIS SCHOOL DISTRICT**

**WORLD LANGUAGES: Writing Performance Assessment Rubric**

Student Name: Assessment: Class Period: Date:

**Novice Low**

**Novice Mid**

**Novice High**

**Intermediate Low**

**Intermediate Mid**

**Intermediate High**

**Advanced Low**

Targets

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Barely hang on to Novice structures & functions* | *Solid quantity & quality Novice structures; some Intermediate* | | | *Function mostly at Intermediate (at least 50%) but falls* | *Barely hangs on to Intermediate structures & functions* | *Solid quantity & quality Intermediate structures; some Advanced* | | | *Function mostly at Advanced (at least 50%) but falls* | *Barely hangs on to Advanced structures* |
| **Functions** | I can copy some simple, familiar, **words, lists or phrases** to provide basic information. | I can use memorized **words, lists, phrases** **and occasional sentences** to provide basic information on well-practiced topics. | | | I can use memorized **phrases and simple sentences** to write descriptions and short messages on familiar topics related to everyday life. I can **begin to** combine words and phrases to **create original sentences** but cannot sustain it. | I can use **strings of simple sentences** to write briefly about most familiar topics, present information with some details and ask questions. I can break apart memorized phrases and recombine them to **create original sentences.** | I can use strings of **connected sentences** to write on a wide variety of familiar topics with many details. I communicate mostly in the present with some reference to other time frames. I can **create and sustain original sentences**. | | | I can use **simple paragraphs of connected sentences** to narrate, explain, or describe **in all time frames** events or experiences related to school, work, and community in a generally organized way. | I can use **clear and organized paragraphs** to write **in all time frames** on personal and general interest as well as academic and professional topics. I can compare and contrast, support an opinion, and persuade. |
| **Vocabulary** | I can use a small number of isolated, repetitive words and phrases for common objects and actions. | I can use a limited number of repetitive words and phrases for common objects and actions. | | | I can use many familiar words and phrases on familiar topics and activities. I can give a little elaboration. | I can use a variety of word and phrases on a range of familiar topics. I can begin to give more details and to elaborate. | I can use many words and expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give many details and elaborate further. | | | I can consistently use expanded vocabulary and expressions to communicate ideas on a wide range of topics. I can give rich details and elaborate freely. | I can use extensive vocabulary to communicate ideas on a wide range of topics. I can use culturally appropriate idiomatic expressions and elaborate freely. |
| **Communication /**  **Comprehensibility** | I can be understood only with great effort. My errors in grammar, word choice, punctuation and spelling prevent communication. | I can be understood with difficulty by someone accustomed to language learners. I make few errors in grammar, word choice, punctuation and spelling on well-practiced topics but on less familiar topics I make many errors that often prevent communication. | | | I can mostly be understood by someone accustomed to language learners. I make few errors in grammar, word choice, punctuation and spelling on well-practiced topics, but when creating original sentences my errors sometimes prevent communication. | I can be understood by someone accustomed to language learners. I still make some errors but have good control of grammar, word choice, punctuation, and spelling on well-practiced as well as original sentences. My errors do not prevent communication. | I can be easily understood by someone accustomed to language learners. I have good control of basic sentence structure and verb forms. My errors do not prevent communication. | | | I can generally be understood by those unaccustomed to language learners. I have very good control of basic sentence structure and verb forms and minimal control of advanced structures. My errors with advanced structuresmay make communication unclear. | I can be understood by those unaccustomed to language learners. I have excellent control of basic sentence structure and verb forms and minimal control of advanced structures. The few errors I make do not prevent communication. |
|  | **1** | **2** (C) | **3** (P) | **4**  (F) | **5** | **6** | **7** (C) | **8**  (P) | **9**  (F) | **10** | **11** |
|  | Level 1 | | | | Level 2 | Level 3 | Level 4 | | | Level 5 | Level 6 |
| The mid ranges of proficiency are large and take a long time to progress through. To differentiate between students who are barely in that range and those who are at the top of that range, we use the terms: C=Conceptual control of level P=Partial control of level F=Full control of level. Not only does this help the teacher, but it also helps students see their growth. | | | | | | | likely to score 3 on AP | | | likely to score 4 or 5 on AP | likely to score 5 on AP |