**­Rubric: Illustration Paragraph Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Overall Evaluation of Communicative Ability***

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| 5 | Very effective. Writing is on topic, follows all instructions, is well developed, with no repetition or irrelevant details, is of sufficient length to address the topic, and satisfies the reader. Minor errors are very few. |
| 4 | Effective. Writing is on topic, follows all instructions, and satisfies the reader, though it may lack some details.  Distracting errors are few. |
| 3 | Adequate. Writing follows most key instructions but may require more appropriate development to satisfy the reader. May be off topic in sections. Errors distract the reader. |
| 2 | An inadequate response that does not satisfy or inform the reader. May not follow instructions, may be off topic, unclear, or confusing in sections, or may be too short for evaluation. |
| 1 | An unsatisfactory response: Off topic, minimal development of ideas, mostly irrelevant information, or insufficient length for evaluation. |

***Organization***

**Evaluation of the ability to organize information in organized, academic paragraph format**

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| 5 | Well-organized, logical, and easy to follow, with a clearly stated topic sentence, three well-developed main points indicated by appropriate main point transition words/phrases, at least two details for each main point, appropriate and effective use of within-point sentence connectors, and an appropriate concluding sentence. |
| 4 | Generally well organized and logical, with a clearly stated topic sentence, three main points indicated by appropriate main point transition words/phrases, two details for each main point, appropriate within-point sentence connectors, and a concluding sentence. Minor unclear or under-developed sections are not distracting. |
| 3 | Adequately organized, with some good elements of the academic paragraph. The topic and/or concluding sentence may not be clearly stated. Unclear connections among some ideas cause the reader some effort. Some sentence connectors may be over-used, avoided, or inappropriately used. |
| 2 | Inadequately organized. Many elements of the academic paragraph are unclear or missing. Requires much effort from the reader to make the connections among ideas. Limited and/or inappropriate use of transitions and sentence connectors. Writing may be too short for evaluation. |
| 1 | No organization is apparent or is not organized as an academic paragraph. Writing may be too short for evaluation. |

***Vocabulary***

**Evaluation of range of vocabulary and appropriate usage for the writing task**

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| 5 | Vocabulary is well chosen and used correctly. Writing shows control of a developing range of vocabulary. |
| 4 | The vocabulary is appropriate for the writing task. Occasional errors may occur in word choice, form, or usage, but they do not distract the reader. |
| 3 | Vocabulary is adequate for the writing task. Errors in word choice, form, or usage may make some sections unclear or distracting. |
| 2 | Limited range of vocabulary. Frequent errors in word choice, form or usage distract and may require effort from the reader. |
| 1 | Insufficient range of vocabulary for the writing task to write sufficiently on the topic and engage the reader. |

***Grammar***

**Evaluation of basic sentence structure and word order in simple, compound, and complex sentences, subject-verb agreement, number agreement, verb tense and verb form, prepositions, and articles.**

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| 5 | Shows mastery of simple and complex structures and tense variety, with very few minor errors that do not distract the reader or make meaning unclear. |
| 4 | Shows good control of simple and complex structures as well as tense variety. Errors are few and may make writing sound awkward, but they are not frequent enough to distract the reader or make meaning unclear. |
| 3 | (**Maximum score for shorter writing)**  Shows consistent control of simple structures and simple tenses and some successful attempts at complex structures and tense variety. Writing may contain some distracting errors in sentence structure (e.g., *sentence fragments*), verb tense or verb form, subject-verb agreement, articles, or prepositions. |
| 2 | May show consistent control of simple structures and/or tenses but avoidance of/limited use of complex structures and tenses or inconsistent control of simple structures and/or tenses. Writing may contain repeated errors in sentence structure (e.g., *sentence fragments*), verb tense or verb form, subject-verb agreement, articles, or prepositions, which distract or confuse the reader. |
| 1 | Inadequate language use. Writing is dominated by errors, and/or the text is insufficient for evaluation. |

***Mechanics, Title, and Paragraph Format***

**Evaluation of the writer’s spelling, punctuation, capitalization, title, and paragraph format**

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| 5 | **(*For expanded, well-developed writing with very good sentence variety)***  Writing shows mastery of basic punctuation and capitalization. Handwriting is neat, legible and on the line. The title is not a sentence, and the writing is a single paragraph. |
| 4 | **(*For more expanded, well-developed writing with very good sentence variety)***  Writing shows control of all features. Occasional errors do not distract the reader. Handwriting is legible and on the line. The title is not a sentence, and the writing is a single paragraph. |
| 3 | (***Maximum for under-developed writing with limited sentence variety but good control of mechanics***)  Writing shows some inconsistencies in spelling, punctuation (*e.g.* *comma splices, run-on sentences*), or capitalization, which distract the reader. Handwriting may need improvement. |
| 2 | Writing shows limited control of mechanics. Errors are frequent. Handwriting may need improvement, and/or text may be insufficient for evaluation. |
| 1 | Writing is dominated by errors, and/or text may be insufficient for evaluation. Handwriting may need improvement. |

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| **Overall Communicative Ability** | \_\_\_\_\_/5 |
| **Organization** | \_\_\_\_\_/5 |
| **Vocabulary** | \_\_\_\_\_/5 |
| **Grammar** | \_\_\_\_\_/5 |
| **Mechanics** | \_\_\_\_\_/5 |
| **Reference (introductory stem, relevance, and placement within writing)** | \_\_\_\_\_/2 |
| **Listening Questions** | \_\_\_\_\_/6 |
| **Total Score** | \_\_\_\_\_/33 |