

STUDENT NAME: _____

STUDENT ID NUMBER: _____

LCPS World Languages Credit Through Testing Exam

Writing Analytic Rubric

(Scoring: There are four levels of performance (4 is the highest level; 1 is the lowest level) in each of the six domains: Task Completion, Comprehensibility, Level of Discourse, Vocabulary, Language Control, and Mechanics. The student's writing is scored 1 through 4 in each domain. The student must receive a combined total of 18 points or higher to pass the credit through testing exam.)

| | 4 | 3 | 2 | 1 |
|---------------------------|---|---|--|---|
| Task Completion | Superior completion of the task; content appropriate; complies with all requirements; ideas well developed and organized. Rich in details. | Task is complete; content appropriate; complies with all requirements; ideas adequately developed. Some details included. | Partial completion of task; content mostly appropriate; complies with some requirements; ideas underdeveloped. Little details. | Minimal completion of task; content frequently inadequate but legible. No detail provided. |
| Comprehensibility | Text readily comprehensible, requiring no interpretation on the part of the reader. | Text comprehensible, requiring minimal interpretation on the part of the reader. | Text mostly comprehensible, requiring interpretation of spelling and/or syntax on the part of the reader. Need to ignore some errors | Text barely comprehensible. Difficult to understand meaning. |
| Level of Discourse | Uses a variety of simple and complex sentences; well-developed paragraphs with creative ideas; and appropriate use of various cohesive devices ¹ . | Uses a variety of simple, complex, and creative sentences; partially developed paragraphs; and appropriate use of cohesive devices ¹ . | Uses simple and complex sentences with little repetition; few cohesive devices ¹ . | Predominate use of simple and complex yet repetitive sentences; few cohesive devices ¹ . |
| Vocabulary | Command of an extensive variety of vocabulary on several topics; idiomatic expressions used appropriately. | Adequate and accurate use of vocabulary. | Adequate use of basic vocabulary with some errors. | Inadequate and/or inaccurate use of vocabulary. |
| Language Control | Control of basic and complex language structures. | Emerging control of basic language and complex structures. | Emerging use of basic and complex language structures. | Inadequate and/or inaccurate use of basic and complex language structures. |
| Mechanics | Few or no errors in spelling; use of diacritical marks, punctuation, and capitalization is appropriate. | Mostly accurate spelling; use of diacritical marks, punctuation, and capitalization is correct to a large extent. | Inaccurate spelling at times; use of diacritical marks, punctuation, and/or capitalization is sometimes incorrect. | Inaccurate spelling; lacking accents, diacritical marks, punctuation, and/or capitalization. |

¹ Includes sequencing words (first, second, next, lastly, finally, etc.) and connecting words (however, therefore, in addition, meaning that, such that, etc.)

RAW SCORE: _____

RATER INITIALS: _____

MEETS EXPECTATIONS SCORE = 18 - 24

DOES NOT MEET EXPECTATIONS SCORE < 18

DATE: _____