

Scoring Rubric for Part 4: Writing ♦ Checkpoint B



Note: Students may receive a zero (0) in any of the categories below when their performance fails to achieve the holistic criteria described for 1 point.

Performance Level				
Category	4	3	2	1
Development and Completion of the Task	The response clearly accomplishes the task. There are many details that develop the topic. There may be minor statements or phrases that are inappropriate to the topic.	The student response generally accomplishes the task. There are some details that develop the topic. There may be a few statements or phrases that are inappropriate to the topic.	The student response partially accomplishes the task. There are a few details which develop the topic. There may be several statements or phrases that are inappropriate to the topic.	The student minimally accomplishes the task. There are very few or no details which develop the task. There are many statements or phrases, inappropriate to the topic.
Organization of the Task	The response provides a clear sense of organization: beginning, body, conclusion. The response has coherence and the ideas follow a logical sequence. There is evidence of good transitions throughout.	The response provides a general sense of organization: beginning, body, conclusion. The response has some coherence and the ideas generally follow a logical sequence. There is evidence of some use of transitions.	The response provides some sense of organization. There may be a beginning or conclusion that is unclear. The response has little coherence and the ideas generally do not follow in a logical sequence. Transitions may be lacking.	The response provides little to no sense of organization. There is minimal or no coherence and the ideas do not follow in a logical sequence. There is no use of transitions.
Variety and Level of Vocabulary	The response exhibits a wide range of Checkpoint B vocabulary that enhances and develops the topic. The vocabulary is used with accuracy, although there may be minimal inaccuracies.	The response exhibits a good range of Checkpoint B vocabulary that develops the topic. The vocabulary used is generally accurate, although there are some inaccuracies.	The response exhibits a basic range of Checkpoint B vocabulary or predominantly Checkpoint A vocabulary that somewhat develops the topic. There may be many inaccuracies.	The response exhibits a minimal range of Checkpoint B or extensive reliance on Checkpoint A vocabulary. The vocabulary is used with little or no accuracy. The response may contain many English words due to lack of basic vocabulary.
Control of Language <ul style="list-style-type: none"> • <i>Subject / Verb Agreement</i> • <i>Variety / Accuracy of Tense</i> • <i>Complex/Compound Sentences</i> • <i>Syntax</i> • <i>Spelling</i> • <i>Diacritical Marks</i> • <i>Word Order</i> • <i>Adjectives/Adverbs</i> 	Demonstrates strong control of Checkpoint B structure and conventions. The writing sample is comprehensible and cohesive. There may be minimal errors, which do not impede comprehensibility.	Demonstrates general control of Checkpoint B structure and conventions. There may be a few errors which do not impede overall comprehensibility.	Demonstrates fair control of Checkpoint B structure and conventions. Errors interrupt comprehensibility and may force interpretation. OR Demonstrates strong control of only Checkpoint A structure and conventions.	Demonstrates minimal control of Checkpoint A or B structure and conventions. Frequency of errors obstructs comprehensibility and forces interpretation.
Word Count	X	X	Uses a minimum of 100 words that are comprehensible and appropriate and contribute to the development of the writing sample.	Uses 50-99 comprehensible and appropriate words that contribute to the development of the writing sample.

Student Scoring Sheet for Part 4: Writing ♦ Checkpoint B



Note: A student may receive a zero (0) in any of the categories below when his/her performance fails to achieve the criteria described for 1 point.

Student Name _____

Category	Task No. _____					Task No. _____				
	Performance Level									
	4	3	2	1	0	4	3	2	1	0
Development & Completion of Task <ul style="list-style-type: none"> Accomplishes the task Includes details Appropriateness to the topic 										
Organization of the Task <ul style="list-style-type: none"> Clear sense of organization Beginning, body, conclusion Logical sequence Good transition 										
Variety & Level of Vocabulary <ul style="list-style-type: none"> Wide range of vocabulary that enhances the topic Accuracy 										
Control of Language <ul style="list-style-type: none"> Agreement of Subject/Verb Variety & Accuracy of Tense Complex/Compound Sentences Syntax Spelling Diacritical Marks Word Order Adjectives/Adverbs 										
Word/Character Count	x	x	> 100	50-99	<49	x	x	> 100	50-99	<49
1st Task Raw Score _____					2nd Task Raw Score _____					

Conversion Chart for Part 4: Writing									
Raw Score	17-18	15-16	13-14	11-12	8-10	6-7	4-5	2-3	0-1
1st Task Total Credit	8	7	6	5	4	3	2	1	0
2nd Task Total Credit	8	7	6	5	4	3	2	1	0
Total Score for Part 4: Writing _____									