Objective 52.1 Rubric for

Advanced Students

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASAP ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Section Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CASAS Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Task 1** | |
| Answers to Assigned Items | Points |
| 11-12 out of 12 of the items assigned are correct. | 12 |
| 9-10 out of 12 of the items assigned are correct. | 10 |
| 7-8 out of 12 of the items assigned are correct. | 8 |
| 5-6 out of 12 of the items assigned are correct. | 6 |
| 3-4 out of 12 of the items assigned are correct. | 4 |
| 1-2 out of 12 of the items assigned are correct. | 2 |
| 0 out of 12 of the items assigned are correct. | 0 |
| Content |  |
| Extended written sentences or extended oral descriptions are appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | 2 |
| Extended written sentences or extended oral descriptions are appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the statement can be understood with inference. | 1 |
| Extended written sentences or extended oral descriptions are inappropriate, incomprehensible, or incorrect. | 0 |

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| **Task 4** | |
| Content | Points |
| Addresses all parts of the task effectively. There are at least 3-5 paragraphs, each with a clear topic sentence and supporting sentences with concrete examples. There are appropriate transition words and relevant concluding paragraph. The essay shows good comprehension of the reading material. | 18 |
| Addresses all parts of the task adequately; contains some relevant detail; some ideas may not be well stated; may require minimal interference; written adequately-organized paragraph(s); contains at least 3-5 paragraphs. | 16 |
| Addresses the task in general way but may have gaps; many ideas may not be well stated; may lack appropriate or sufficient detail or clear focus; require some inference; may be loosely organized; contains at least 3 paragraphs. | 14 |
| Addresses the essay task minimally but relation to the task is evident; may be unfocused or unclear with few identifiable supporting details; does not demonstrate understanding of essay organization; fewer than 3 paragraphs. | 12 |
| Nothing written or content is incomprehensible or completely inappropriate. | 0 |
| Format, Neatness and Legibility |  |
| Paragraph(s) form (i.e. title, indentation, margins) is correct. Writing is neat and legible, if applicable. | 3 |
| Paragraph(s) form (i.e. title, indentation, margins) is mostly correct. Writing is mostly neat and legible, if applicable. | 2 |
| Form is not recognizable and/or writing is not legible or neat. | 0 |
| Grammar, Structure and Mechanics |  |
| Writing contains almost no errors in grammar, structure, spelling, capitalization, or punctuation. | 6 |
| Writing contains only minor errors in grammar and/or structure that do not interfere with understanding and/or minor errors in spelling, capitalization or punctuation that do not distract the reader. | 5 |
| Writing may contain some errors in grammar, structure, spelling, and/or capitalization that may slow comprehension and/or distract the reader but errors do not require inference for understanding. | 4 |
| Writing contains grammatical errors that require the reader to infer meaning. There may be spelling, capitalization and/or punctuation errors that slow comprehension. | 3 |
| Errors in grammar, structure, spelling, capitalization or punctuation make the writing incomprehensible. | 0 |