Objective 52.1 Rubric for

Intermediate High Students

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

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

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

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| **Task 1** | |
| Answers to Assigned Items | Points |
| 9-10 out of 10 of the items assigned are correct. | 10 |
| 7-8 out of 10 of the items assigned are correct. | 8 |
| 5-6 out of 10 of the items assigned are correct. | 6 |
| 3-4 out of 10 of the items assigned are correct. | 4 |
| 1-2 out of 10 of the items assigned are correct. | 2 |
| 0 out of 10 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 3** | |
| Content | Points |
| Addresses all parts of the task effectively in two paragraphs. The topic sentences, supporting details and conclusion of the composition are easily identified and clearly related to the topic. | 14 |
| Addresses the task adequately in two paragraphs. The topic sentences, supporting details and conclusion are identifiable. Some ideas require inference, can understand, but are mostly related to the topic. | 12 |
| Addresses task in a general way but ideas may require inference to understand, and some sentences may not be clearly related to topic. The topic sentences, supporting details and/or conclusion are not present or can only be minimally identified even with effort; may be less than two paragraphs. | 10 |
| Addresses the task minimally even though two paragraphs may not be identifiable. Sentences are comprehensible and related to topic. | 8 |
| 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 |
| Paragraph(s) form (i.e. title, indentation, margins) is minimally correct. Writing may be legible but is not neat, if applicable. | 1 |
| Form is not recognizable and/or writing is not legible or neat. | 0 |
| Grammar, Structure and Mechanics |  |
| 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 |
| The writing contains errors in grammar, structure, spelling, capitalization or punctuation that require the reader to use significant inference to understand meaning. | 1 |
| Errors in grammar, structure, spelling, capitalization or punctuation make the writing incomprehensible. | 0 |