



Level 3 and Level 4 Rubric

Rubric D—For All Items

Write to Describe (Items 1 & 2) Rubric: 0–3

Write to Accomplish Tasks (Items 3 & 4) Rubric: 0–3

Extended Writing (Item 5) Rubric: 0–4

		CRITERIA
0	A	<input type="checkbox"/> No response. <input type="checkbox"/> Refused response (for example, "I don't know").
	B	<input type="checkbox"/> Non-English response.
	C	<input type="checkbox"/> Illegible response. <input type="checkbox"/> Unintelligible response.
	D	<input type="checkbox"/> Response unrelated to prompt. <input type="checkbox"/> Response copied from prompt or other environmental print.
1	Response is impaired by one or more of these characteristics:	
	<input type="checkbox"/> Content relates to prompt, but does not directly address prompt. <input type="checkbox"/> Response is an isolated word(s) or phrase(s). <input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of appropriate pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning may be clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. <input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics.	

		CRITERIA
2	Adequate	Response is marked by one or more of these characteristics:
		<input type="checkbox"/> Content relates to prompt, but may be vague or sparse. <input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is at least partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.
3	Effective	Response succeeds in <u>all</u> of these characteristics:
		<input type="checkbox"/> Content directly addresses prompt. <input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability.
4	(Extended Writing only) Fluent	Response demonstrates fluency in <u>all</u> of these characteristics:
		<input type="checkbox"/> Content richly addresses prompt. <input type="checkbox"/> Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used with near native ability and minimal error.