

Writing Rubric Samples

I. Large Writing Tasks (for IL-A)

Large Writing Tasks Sample Rubric	
Description:	40.4 Task 3 <u>Write a Letter or Article about Civil Liberties</u> Student will complete an authentic writing task such as write an article for a student newsletter or a letter to the editor. In the writing task, the student will discuss 3 issues such as: (1) describe one civil liberty provided by the Constitution or the Bill of Rights, (2) tell why the civil liberty is important, and (3) give detailed examples to illustrate how the civil liberty applies to a specific situation or show the reasons the civil liberty is important.
Points Possible:	20
Level:	IL-A
Scoring Rubric	
Points	
Content	
Addresses all parts of the task effectively. Ideas are well stated, clearly expressed, and supported with concrete, relevant detail. No inference is required. Written in well-organized paragraph(s).	14
Addresses all parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. Written in adequately-organized paragraph(s).	12
Addresses the task in a general way but may have gaps. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. May be written in loosely-organized paragraph(s).	10
Addresses the task minimally but relation to the task is evident. May be unfocused or unclear. Little or no supporting detail. May require a substantial degree of inference. May not be written in paragraph(s).	8
Nothing written or content is incomprehensible or inappropriate.	0
Grammar, Structure and Mechanics	
Almost no errors in grammar, structure, spelling, capitalization, or punctuation.	4
Some errors in grammar, structure, spelling, capitalization, or punctuation that do not distract the reader.	3
Many errors in grammar, structure, spelling, capitalization, or punctuation that may require the reader to infer meaning.	2
Errors make the writing difficult to understand even with inference.	0
Format, Neatness and Legibility	
<u>Letter:</u> Uses standard letter format including 4 items: an appropriate date, salutation, closing, and the writer's signature. May also include sender's and recipient's addresses. Writing is neat and legible. —OR— <u>Article:</u> Has a title, and uses appropriate indentations etc. Writing is neat and legible.	2
<u>Letter:</u> Uses letter format including 3 items: a date, salutation, and the writer's signature. Writing is legible but may not be neat —OR— <u>Article:</u> Uses appropriate indentations. May be legible but not neat.	1
<u>Letter:</u> Not in letter format or writing is neither legible nor neat. —OR— <u>Article:</u> Does not have a title, does not use appropriate indentations, etc., and/or writing is neither legible nor neat.	0

II. Small Writing Tasks

Sample Small Writing Task Sample Rubric			
Description:	28 <u>Write an Email to a Health Care Professional</u> Given a prompt of an illness, student will write a draft of an e-mail to student's health care professional. Student will (1) describe the symptoms (2) duration of the illness, and (3) request assistance from the health care professional.		
Points Possible:	8	Level:	Beginning High - Advanced
Scoring Rubric			Points
Content			
Addresses all parts of the task adequately. Some ideas may not be well stated. May require minimal inference.			6
Addresses the task minimally but relation to the task is evident. May be unfocused or unclear. May require a substantial degree of inference.			3
Nothing written or content is incomprehensible or inappropriate.			0
Grammar, Structure and Mechanics			
Some errors in grammar, structure, spelling, capitalization, or punctuation that do not distract the reader.			2
Many errors in grammar, structure, spelling, capitalization, or punctuation that may require the reader to infer meaning.			1
Errors make the writing difficult to understand even with inference.			0

III. Other Written Tasks

A. Questions/Answers/Lists

Questions/answers/lists Sample Rubric			
Description:	13.6 Task 2 <u>List Successful Learner Tips</u> Student will list <u>5</u> things students can do or parents can help their children do to be successful learners (e.g., BH — turn off the TV. BL — label pictures of the 5 things with appropriate vocabulary words.)		
Points Possible:	10	Level:	Beginning Low - Advanced
Scoring Rubric			Points
Statement is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning.			2
Statement is 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
Statement is inappropriate, incomprehensible, or incorrect, or there is no statement.			0

B. Chart

Chart Sample Rubric		
Description:	<p>33.5 Task 2 <u>Chart Job Openings</u> Given resources such as “help wanted” ads or the Internet, student (IL-A) will interpret employment openings in fields related to job interests and will create chart of <u>4</u> job openings each of which include <u>4</u> required elements such as:</p> <ol style="list-style-type: none"> 1. Type of job 2. Qualifications 3. Experience required 4. How to apply <p>Given authentic or simplified resources, student (BH) will complete a chart of 4 job openings and 3 required elements.</p> <p>Given simplified resources, student (BL) will complete a chart for 3 jobs and 2 required elements.</p>	
Points Possible:	14	Level: Beginning Low - Advanced
Scoring Rubric		Points
Content		
90% of the items assigned to the Intermediate Low-Advanced level students are correct		12
80% of the items assigned to the Intermediate Low-Advanced level students are correct		10
70% of the items assigned to the Intermediate Low-Advanced level students are correct		8
80% of the items assigned to the Beginning Low- Beginning High level students are correct		6
70% of the items assigned to the Beginning Low- Beginning High level students are correct		4
Less than 50% correct		0
Legibility, Neatness, and Spelling		
Neat and legible. Spelling errors do not interfere with meaning.		2
Not neat or legible or spelling errors interfere with meaning.		0

C. Application Form

Application Form Sample Rubric		
Description:	<p>33.6 Task 2</p> <p><u>Complete a Job Application</u></p> <p>Given a level appropriate agency-created employment history, student (IL-A) will fill out an authentic job application. Student (BL-BH) will fill out an authentic job application with a reduced number of sections that student needs to complete. This can be accomplished in a variety of ways such as: (1) giving BL-BH the complete form given to IL-A students and highlighting the sections BL-BH students need to fill out (2) giving BL-BH a reduced form which include only those sections of the authentic application (given to IL-A students) that are assigned to BL-BH students.</p>	
Points Possible:	20	Level: Beginning Low - Advanced
Scoring Rubric		Points
Content		
90% of the items assigned to the Intermediate Low-Advanced level students are correct		18
80% of the items assigned to the Intermediate Low-Advanced level students are correct		16
70% of the items assigned to the Intermediate Low-Advanced level students are correct		14
80% of the items assigned to the Beginning Low- Beginning High level students are correct		12
70% of the items assigned to the Beginning Low- Beginning High level students are correct		10
Less than 70% of the items assigned to the Beginning Low-Advanced level students are correct		0
Legibility, Neatness, and Spelling		
Neat and legible. Spelling errors do not interfere with meaning.		2
Not neat or legible or spelling errors interfere with meaning.		0

D. Misc.

Description:	28.7 Task 3 <u>Create a Healthy Living Booklet</u> Student will draw or collect a minimum of 5 pictures depicting healthy and unhealthy life styles and will create a booklet using the pictures. Student will describe, (IL-A in one or more paragraphs; BL-BH in sentences, phrases, or words) each picture telling why it represents a healthy or unhealthy life style (including illnesses and symptoms related to unhealthy lifestyles).		
Points Possible:	20	Level:	Beginning low - Advanced
Content			
Addresses the task effectively. Ideas are well stated, clearly expressed and supported with concrete, relevant detail. No inference is required. Written in well-organized paragraph(s).			14
Addresses the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. Written in adequately-organized paragraph(s).			12
Addresses the task in a general way but may have gaps. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. May be written in loosely-organized paragraph(s).			10
Addresses the task minimally, but relation to the task is evident. May be unfocused or unclear. Little or no supporting detail. May require a substantial degree of inference. Organization of the paragraph(s) may not be clear.			8
Ideas expressed adequately in sentences, phrases, or words. Some ideas may not be well stated. May require some inference.			6
Ideas expressed minimally in sentences, phrases, or words but relation to the task is evident. May be unfocused or unclear. May require a substantial degree of inference.			4
Nothing written or content is incomprehensible or inappropriate.			0
Grammar, Structure and Mechanics			
Paragraph(s) have almost no errors in grammar, structure, spelling, capitalization, or punctuation.			4
Paragraphs have some errors in grammar, structure, spelling, capitalization, or punctuation that do not distract the reader.			3
Sentences, words, or phrases have mostly correct spelling and capitalization-			2
Sentences, words, or phrases have many errors in spelling and capitalization that may require the reader to infer meaning.			1
Errors make the writing difficult to understand even with inference.			0
Format, Neatness and Legibility			
Pictures are labeled and writing uses appropriate paragraph indentations etc. Writing is neat and legible.			2
Pictures are labeled and writing is legible but may not be neat.			1
Pictures are not labeled or writing does not use appropriate indentations, etc. or writing is neither legible nor neat.			0

E. Questions and Response to Speaker

Questions and Response to Speaker Sample Rubric			
Description:	14.4 Task 2 <u>Question and Answer a Speaker</u> Questions (5 items, 10 points possible) Student will write up to <u>5</u> questions (BH=3, IL=4, IH-A=5) to ask of a speaker from a local community college, adult school, ROP or other educational training program. Answers (5 items, 10 points possible) After listening to the speaker respond to student questions, student will use the information learned from the speaker to write answers to up to <u>5</u> level-appropriate questions (BH=3, IL=4, IH-A=5). (Answers may be based on student's or any classmates questions)		
Points Possible:	20	Level:	Beginning High - Advanced
Scoring Rubric			Points
Question/answer is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning.			2
Question/answer is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the question/answer can be understood with inference.			1
Question/answer is inappropriate, incomprehensible, or incorrect, or there is no question/answer.			0

F. Simple Question/Answer

Simple Question/Answer Rubric			
Description:	1.5 Task 3 <u>Interpret Bank Statements</u> Given one authentic bank statement and one authentic credit card statement, Student (BH-A) will demonstrate understanding of each by reading statements and answering <u>16</u> comprehension questions (8 for each of 2 types of statements (BH =10, IL=12, IH-A=16) Given simplified resources, student (BL) will answer, orally or in writing, <u>6</u> questions (3 for each of 2 types of statements).		
Points Possible:	16	Level:	Beginning Low - Advanced
Scoring Rubric			Points
Response is correct and comprehensible.			1
Response is incorrect or incomprehensible or there is no response.			0

G. Portfolio Requirements

Portfolio Work Sample Selection			
Description:	1.5 Task 6 <u>Work Sample Selection</u> Student will choose a sample of student’s classroom work to include in the portfolio and provide a brief written explanation giving the reason for choosing this sample. BL may provide the explanation orally and examiner will provide a summary or a checklist for inclusion in the portfolio.		
Points Possible:	2	Level:	Beginning Low - Advanced
Scoring Rubric			Points
Classroom work sample included and explained			2
Classroom work sample not included and/or not explained			0

Portfolio Student Reflection			
Description:	1.5 Task 7 <u>Student Reflection</u> Student will answer 3 questions (or complete a checklist, survey or questionnaire) reflecting on student’s increased ability to access and use local financial institutions based on what student has learned (3 simple questions requiring short oral or written answers for BL-BH and more complex questions requiring longer written responses for IL-A).		
Points Possible:	2	Level:	Beginning Low - Advanced
Scoring Rubric			Points
Responses are appropriate, clear, and complete. There may be errors, but they do not interfere with meaning.			2
Responses are appropriate. They may lack clarity or may be partially complete. There may be errors that interfere with meaning, but the responses can be understood with inference.			1
Responses are inappropriate, incomprehensible or there are no responses.			0