

# WRITING

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

Class Period \_\_\_\_\_

Assessment Grade \_\_\_\_\_

RRISD HS LOTE On Level 1 & 2 <small>Adapted from Plano ISD</small>			DOES NOT MEET EXPECTATIONS	ALMOST MEETS EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	
TASK	Components of the Task	Insufficient Evidence	Performance <u>attempts</u> to complete task.	Performance completes <u>some</u> aspects of the task.	Performance completes <u>most</u> aspects of the task.	Performance completes <u>all</u> aspects of the task.	
	Detail and Elaboration	Insufficient Evidence	<u>Little</u> attempt at detail, <u>no</u> elaboration.	<u>Some</u> details, <u>little</u> elaboration.	<u>Many</u> details, <u>some</u> elaboration.	<u>Many</u> details and elaborates on <u>almost all</u> items.	
COMPREHENSIBILITY	Flow and Cohesion	Insufficient Evidence	Understanding the message, intent, and/or the main idea requires <u>sustained</u> effort by a sympathetic reader (SR). Minimal to no organization.	Understanding the message, intent, and/or the main idea requires <u>noticeable</u> effort by a SR. Minimal organization.	Message shows some evidence of organization, and the writer's intent and/or main idea are clear, but require <u>some</u> effort by a SR.	Message shows evidence of organization, and the writer's intent and/or main idea are clear, and require <u>little to no</u> effort by a SR.	
	L1 Interference	Insufficient Evidence	<u>Some</u> use of invented or L1 words. Has repeated L1 interference that causes <u>considerable</u> incomprehensibility.	<u>Some</u> use of invented or L1 words. Has some L1 interference that causes <u>noticeable</u> incomprehensibility.	<u>Little to no</u> use of invented words. No use of L1 words. L1 interference causes <u>minimal</u> incomprehensibility.	<u>Little to no</u> use of invented words. No use of L1 words. Little to no L1 interference with <u>no impact</u> on comprehensibility.	
VOCABULARY	Breadth of Vocabulary	Insufficient Evidence	Uses <u>non-relevant</u> vocabulary without significant use of the current group.	Uses <u>little or repetitive</u> vocabulary from current group.	Uses a <u>variety</u> of vocabulary from the current group.	Uses a <u>variety</u> of vocabulary from current group, as well as a variety from <u>past or self-selected</u> groups.	
	Text type	Insufficient Evidence	Uses <u>lists</u> of words or <u>formulaic phrases only</u> ; 0-1 appropriate transition, sequencing, and/or flair words.	Uses <u>formulaic phrases</u> and some simple sentences with little appropriate transition, sequencing, and/or flair words.	Uses <u>formulaic phrases</u> and simple sentences with <u>some</u> personalization; a few appropriate transition, sequencing, and/or flair words.	Uses <u>formulaic phrases</u> and <u>personalized sentences</u> ; some appropriate transition, sequencing, and/or flair words.	
ACCURACY	Target Structure Control	Insufficient Evidence	Shows <u>little control</u> of target structures with no consistency.	Shows <u>some control</u> of target structures with little consistency.	Shows <u>appropriate control</u> of target structures with some consistency.	Shows <u>appropriate control</u> of target structures with <u>no pattern of errors</u> throughout.	
	General Language Control	Insufficient Evidence	<u>Many</u> errors make message <u>incomprehensible</u> , even for a SR.	<u>Frequent</u> errors affect comprehension for a SR.	<u>Occasional</u> errors <u>do not</u> affect comprehension for a SR.	<u>Few</u> errors <u>do not</u> affect comprehension for a SR.	
SCORE	POINT VALUES	0 POINTS	0.5 POINTS PER BOX	1 POINT PER BOX	1.5 POINTS PER BOX	2 POINTS PER BOX	TOTAL
	Sum of Points Per Column						

16	15.5	15	14.5	14	13.5	13	12.5	12	11.5	11	10.5	10	9.5	9
100	98	96	94	92	90	88	87	86	84	83	81	79	78	76
8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5
74	72	70	68	65	63	60	58	56	56	54	51	48	46	45

