

Level 3 Presentational (Writing) Explanation of Rubric

Task Completion and **Comprehensibility** are big picture domains which reflect the communication of the message. Consequently they are affected by level of discourse, vocabulary and language control.

Task Completion

This domain measures how thoroughly the student completes the required task.

Vocabulary: Inadequate and/or inaccurate vocabulary may produce undeveloped content.

Language Control: Inadequate and/or inaccurate use of basic language structures may produce undeveloped content.

Task Completion

- The response must include all required elements of the task, including the minimum number of words or sentences, to receive a score of 3 or higher.

Each rating for this domain has particular characteristics:

1 Minimal completion of the task and/or content undeveloped.

- Response is mostly relevant but lacks appropriate details.
- A required portion of the task may be missing.

2 Partial completion of the task; ideas somewhat developed.

- Response is relevant and some ideas are developed with appropriate details.
- A minor portion of the task may be missing.

3 Completion of the task; ideas adequately developed.

- All required elements are present.
- Response directly relates to the task as given.
- Response has sufficient information or detail based on learned material.
- Response shows some organization.

4 Superior completion of the task; ideas well developed and well organized.

- Response includes much information related to the task.
- Student is able to provide substantial detail.
- Response is usually well organized and cohesive.

Comprehensibility

This domain measures the degree to which the sympathetic reader needs to interpret the student's response.

Level of Discourse: The use of appropriate cohesive devices facilitates comprehensibility.

Vocabulary: Inaccurate use of vocabulary and spelling which requires interpretation hinders comprehension.

Language Control: Errors in basic language structures may hinder comprehensibility when they require interpretation.

Comprehensibility

- Comprehensibility covers the big picture.
- Errors in language control and vocabulary may, but do not always, interfere with comprehensibility.
- Use of English *does* interfere with comprehensibility. The use of a word in English should be considered as a blank where nothing is written.
- A response which includes all the required elements yet is very short cannot receive a score higher than a 3 because the sample lacks sufficient evidence of communication.
- If a response is extremely short and/or repetitive, it can receive a score as low as 0.5.
- Organization, or lack thereof, may affect comprehensibility.

Each rating for this domain has particular characteristics:

1 Text barely comprehensible.

- Text is almost impossible to understand, even by a sympathetic reader.
- Errors of vocabulary, grammar and/or spelling may be impossible to decipher.
- Text requires reader to "figure out" what the student is trying to say.

2 Text mostly comprehensible, requiring interpretation on the part of the reader.

- A sympathetic reader should be able to "figure out" most of the text.
- Some parts of the text may still be incomprehensible.

3 Text comprehensible, requiring minimal interpretation on the part of the reader.

- The reader may have to pause briefly in order to understand the text fully.
- Ideas should flow and show some organization.

4 Text readily comprehensible, requiring no interpretation on the part of the reader.

- A sympathetic reader should be able to understand all of the text with very brief pauses.
- Text should flow in such a way that the reader can readily understand it.

Level of Discourse

This domain measures the degree of linguistic sophistication used to communicate ideas (not what is said, but *how* it is said). At this level, students are creating with the language using a variety of discrete sentences. As students improve their level of discourse, they incorporate cohesive devices* to produce connected sentences with the ultimate goal of producing paragraph-length discourse. This domain should be rated independently.

***Cohesive devices** are described by ACTFL as follows: "These are words and phrases that link ideas and move forward the action in some form of logical narrative order, whether the 'narrative' is a story, a description, or a set of instructions. Adverbs and conjunctions serve most frequently as cohesive devices (words and phrases such as *and, but, because, suddenly, in the first place, however*). They permit logical sequencing; they establish time-frames for actions and events; they create structures of meaning by establishing principal and supporting language units."

Issues regarding Level of Discourse:

- Expectations in this domain for Level 3 vary greatly from beginning to end of year.
- Overuse or artificial use of cohesive devices should be discouraged.

Each rating for this domain has particular characteristics:

1 Lists of discrete sentences, some repetitive; few cohesive devices.

- Sentences consist primarily of the same simple pattern and are mostly complete yet repetitive.
- There are no or almost no cohesive devices.

2 Variety of discrete sentences; some cohesive devices.

- Sentences have a variety of verbs and possibly of subjects.
- Some sentences may be longer.
- There are a few cohesive devices (about 4 different ones).

3 Emerging paragraph-length discourse; variety of cohesive devices.

- Sentences have a wide variety of verbs and possibly of subjects.
- Many sentences are connected, showing evidence of emerging paragraph-length discourse.
- There are some cohesive devices (about 6 different ones).

4 Paragraph-length discourse; variety of cohesive devices.

- Sentences have a wide variety of verbs and possibly of subjects.
- There is evidence of paragraph-length discourse.
- Sentences and clauses are linked by a variety of cohesive devices.

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Vocabulary and Language Control reflect the accuracy and variety of the language produced. Each of these domains should be rated independently.

Vocabulary

This domain measures the accuracy, variety, and quantity of vocabulary in the student response.

Issues regarding Vocabulary:

- Teachers should be aware that students may choose simplified vocabulary in an attempt to avoid errors. The result is often accurate but inadequate use of vocabulary.
- Students should be trained to recall learned vocabulary rather than resort to an English word. In addition, students should be taught to use basic circumlocution. For instance, if a student does not know the word for an “auto-repair shop,” the student could use words such as “where they fix cars,” “a place for broken cars,” “a car hospital,” or “a car doctor.”
- Titles of films, books, and TV shows can be given in English without penalty.
- In a *formative assessment*, recently learned vocabulary should be evident.
- In a *summative assessment* (usually an end-of-year assessment), the student should incorporate vocabulary from Levels 1, 2 and 3.
- Errors in spelling not related to the language structures (i.e., not verb endings, adjective agreement, etc.) should be considered vocabulary errors.

Each rating for this domain has particular characteristics:

1 Inadequate and/or inaccurate use of vocabulary.

- Response lacks variety of vocabulary.
- Student may frequently repeat words or expressions.
- Vocabulary may be used inappropriately or out of context.
- Response may include English.
- Response may include very few words.

2–3 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.

- Student uses minimal variety of vocabulary.
- Some vocabulary may be used inappropriately.
- Response may lack quantity of descriptive words.
- Some attempts may be made to include less commonly used vocabulary.

4–5 Adequate and accurate use of vocabulary for this level.

- Student uses a variety of vocabulary.
- Most vocabulary is used accurately and appropriately.
- Attempts are made to include less commonly used vocabulary.

6 Rich use of vocabulary with some idiomatic expressions.

- Student accurately uses a rich variety of vocabulary and some idiomatic expressions.
- Frequent attempts are made to include less commonly used vocabulary.
- Student may use known vocabulary to circumlocute unknown words.

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Language Control

This domain measures the use and accuracy of basic and advanced language structures.

Basic Language Structures — Level 3

Western European Languages

- Formation and use of present tense
- Reflexive verbs
- Noun-article-adjective agreement
- Interrogatives/Question formation
- Word order
- Articles
- Use of the possessive “my” and “de” to indicate possession (French and Spanish)

Japanese

- Word order (subject—object—verb)
- Forms of address and their usage (*san, kun*)
- Use of particles or relationals (*wa, ga, o, e ni, de*)
- Tense/(adjective/verb)/(present/future, past)
- Negatives (verbs/adjectives)
- Progressive form (*~imasu* form)
- Interrogatives/Question formation

Issues regarding Language Control:

- It is important to focus on language structures used correctly, not only on errors.
- At this level, formation of the present tense becomes more important and should be given more weight in determining control of basic language structures.
- Although the past tense (preterite, *pass compos*) is NOT considered a basic language structure on the speaking rubric, it IS a basic language structure in writing because students have more time to produce and edit their work.
- Narration in the past (which involves more than one past tense) IS an advanced skill. Therefore, the use of the preterite or *pass compos* with the imperfect is considered an advanced language structure.
- In *formative assessments* which ask students to use recently taught advanced structures (e.g., the subjunctive), these structures should be considered basic language structures for the purpose of scoring the performance.
- In *summative assessments*, such as those given at the end of the year, students are asked to demonstrate the skills acquired over the whole language learning experience. Although students have been taught more advanced language structures (e.g., the subjunctive), these structures may not have been internalized. Therefore, lack of control of advanced structures should not heavily impact the student’s score in a summative assessment. More emphasis should be placed on basic language structures.
- Errors in spelling due to a lack of control of language structures (e.g., verb endings, adjective agreement, etc.) should be considered errors in language control.

continued



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Each rating for this domain has particular characteristics:

1 Emerging use of basic language structures.

- Basic language structures, as defined above, are used correctly approximately half of the time.

2–3 Emerging control of basic language structures.

- Basic language structures, as defined above, are used correctly three quarters of the time.

4–5 Control of basic language structures.

- Basic language structures, as defined above, are used correctly most of the time, not all of the time.

6 Control of basic language structures, with occasional use of advanced language structures

- Basic language structures, as defined above, are used correctly most of the time, not all of the time, and advanced language structures are attempted with some success.

Use of Basic Language Structures

Inadequate/inaccurate use	= used accurately less than 1/2 of the time
Emerging use	= used correctly about 1/2 of the time
Emerging control	= used correctly about 3/4 of the time
Control	= used correctly most of the time, not all of the time

