**English Language Support Assessment Rubric**

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|  | **Task 1 and 4** | **Task 2 and 4** | **Task 3 and 4** | **Task 4** | **All 4 Tasks** | | |
|  | **Source 1 Representation** | **Source 2 Representation** | **Source 3 Representation** | **Argumentation** | **Coherence** | **Vocabulary** | **Grammar** |
| **1**  **Beginning** | 0-1 key ideas from Source 1 are represented accurately in student’s words. | 0-1 key ideas from Source 2 are represented accurately in student’s words. | 0-1 key ideas from Source 3 are represented accurately. | Essay does not recognizably correspond to task, OR  opinion, reasons, and support are incomprehensible. | Relative importance of ideas (opinion>reasons>support) is  impossible to distinguish, OR connections between ideas and sentences are not attempted. | Vocabulary is extremely limited and often incomprehensible, OR the only appropriate academic vocabulary comes from sources. | Essay consists of single words, short phrases, and simple sentences which are often incomprehensible, OR the only comprehensible language comes from sources. |
| **2**  **Emerging** | Two key ideas from Source 1 are represented accurately in student’s words. | Two key ideas from Source 2 are represented accurately in student’s words. | Two key ideas from Source 3 are represented accurately. | Essay fails to state an opinion, states opinion without reasons, OR support is irrelevant, contradictory, insufficient, vague, or unclear. | Relative importance of ideas (opinion>reasons>support) is  difficult to distinguish, OR connections between ideas and sentences often break down due to missing or misapplied cohesive devices. | Vocabulary is basic, repetitive, awkward, and frequently confusing, OR most appropriate academic vocabulary comes from sources. | Essay consists of simple sentences, attempts complex sentences which are incomprehensible, OR directly copies most language from sources with few attempts to change the grammar. |
| **3**  **Developing** | Three key ideas from Source 1 are represented accurately in student’s words. | Three key ideas from Source 2 are represented accurately in student’s words. | Three key ideas from Source 3 are represented accurately. | Essay states an opinion with only one reason, OR support is partly irrelevant, contradictory, insufficient, vague, or unclear. | Relative importance of ideas (opinion>reasons>support) is indicated inconsistently, OR connections between ideas and sentences sometimes break down due to missing or misapplied cohesive devices. | Vocabulary that is basic, repetitive, awkward, or unclear is more common than vocabulary that is precise, varied, and clear, OR much of the appropriate academic vocabulary comes from sources. | Essay uses a variety of complex structures, verbs, and word forms with inconsistent clarity, OR attempts to paraphrase language from sources but doesn’t change enough grammatically. |
| **4**  **Arriving** | Four key ideas from Source 1 are represented accurately in student’s words. | Four key ideas from Source 2 are represented accurately in student’s words. | Four key ideas from Source 3 are represented accurately. | Essay states an opinion with two or more reasons, but support is slightly irrelevant, contradictory, insufficient, vague, or unclear. | Relative importance of ideas (opinion>reasons>support) is mostly clear, OR connections between ideas and sentences may be unclear because of missing or misapplied cohesive devices. | Vocabulary is generally precise, varied, and clear, with occasional basic, repetitive, awkward, or unclear expressions, OR vocabulary overuses words from sources | Essay uses a variety of complex structures, verbs, and word forms with general clarity, OR successfully paraphrases most language from sources except for a few copied phrases. |
| **5**  **Excelling** | All five key ideas from Source 1 are represented accurately in student’s words. | All five key ideas from Source 2 are represented accurately in student’s words. | All five key ideas from Source 3 are represented accurately. | Essay states an opinion with two or more reasons and relevant, consistent, sufficient, specific, and clear support. | Relative importance of ideas (opinion>reasons>support) is clearly indicated, and connections between ideas and sentences are clearly indicated with sophisticated and well-chosen cohesive devices. | Vocabulary is consistently precise, varied, and clear, and only borrows necessary words from sources. | Essay shows clear mastery of a variety of complex structures, verbs, and word forms, and successfully paraphrases all language from sources. |