**English Placement Evaluation 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 fails to follow instructions about topic or source use,  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 compares two sources but fails to state an opinion, states opinion without reasons,  OR support is contradictory, irrelevant, 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, misapplied, or vague 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 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 comparing two sources but with only one reason,  OR support is sometimes contradictory, irrelevant, 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, misapplied, or vague cohesive devices. | Vocabulary that is basic, repetitive, awkward, or unclear is more common than vocabulary that is precise, varied, and clear,  OR sometimes over-uses vocabulary 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 comparing two sources with two or more reasons,  BUT support is slightly contradictory, irrelevant, insufficient, vague, or unclear. | Relative importance of ideas (opinion>reasons>support) is mostly clear,  OR connections between ideas and sentences may be slightly unclear due to missing, misapplied, or vague cohesive devices. | Vocabulary is generally precise, varied, and clear, with occasional basic, repetitive, awkward, or unclear expressions,  OR slightly over-uses 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 short 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 comparing two sources with two or more reasons,  AND support is consistent, relevant, sufficient, specific, and clear. | Relative importance of ideas (opinion>reasons>support) is clearly indicated,  AND connections between ideas and sentences are clearly indicated with sophisticated and appropriate cohesive devices. | Vocabulary is consistently precise, varied, and clear, AND only borrows necessary words from sources. | Essay skillfully incorporates a variety of complex structures, verbs, and word forms,  AND successfully paraphrases all language from sources. |