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| Presentational Writing | **Strong Performance**  **10 9** | **Meets Expectations**  **8.5** | **Approaching Expectations**  **7.5** | **Below Expectations**  **6.5** |
| **Am I understood?** | writing is **clearly understood** without extra effort on the part of the reader; **errors do not interfere** with message. | writing is **generally understood**; reader may have to **occasionally reread to  understand**; **errors do not interfere** with message. | writing is **generally understood**, but the reader may have to be willing to **make a guess** or reread to understand; errors occur and do **cause some confusion** | writing is extremely **difficult to understand**; **errors interfere** with communication. |
| **Elaboration** | Provides required information with **frequent elaboration** | Provides required information with **some elaboration** | Provides required information with **little elaboration** | There is **no elaboration** evident. |
| **How accurate is my language?** | **full control** of studied structures; spelling and/or punctuation are **consistently accurate**. | **good control** of studied structures; spelling and/or punctuation are **mostly accurate.** | inconsistent; **partial control** of studied structures; spelling and/or punctuation are **somewhat inaccurate**. | **little control of basic structures**; **errors occur** in studied structures; spelling and/or punctuation are **consistently inaccurate**. |
| **How rich is my vocabulary?** | use a **wide variety** of familiar vocabulary; **incorporate new vocabulary** from the current unit of study; **add personal vocabulary**. | use a **variety** of familiar vocabulary; **incorporate a few new expressions** from the current unit of study. | use **simple, familiar** vocabulary; may use a **few new expressions** from the current unit of study. | rely on **simple and very familiar** vocabulary; **may revert to English**. |
| **How well do I complete the task?** | **complete each part** of the task adding **some details**; **information about the target culture** is included. | **complete each part** of the task with **basic details**; some **mention of target culture**. | **complete most** of the task;  **minimal mention of target culture.** | **complete some** of the task, but **key components are missing**; written from personal point of view; **no mention of target culture.** |
| **How organized is my writing?** | ideas are **organized**; **sentences are varied** and interesting; **transitions** are **used** to connect thoughts.  There is a **strong introduction and conclusion**. | ideas are presented in a **somewhat logical** manner;  **some interesting sentences**; **transitions** are **used** to connect thoughts. There is an **introduction and conclusion** that **fit well** with the rest of the writing. | ideas are shared in a **random** fashion; sentences follow a **predictable pattern**.  There is an **introduction and conclusion that may not make points clear**. | ideas are **not** presented in a **logical** manner; **struggle to produce** sentences.  May be **lacking an introduction or conclusion** or may be **difficult to follow**. |
| What do I need to work on? | Comments: | | | |