World Languages: Holistic Rubric for Student Growth: Interpersonal & Presentational Writing — Howard County Public Schools

Overview	Pre-Novice	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
Vocabulary *What words do I use?*	I can use a few memorized words or none at all in the target language; I rely primarily on another language. If applicable, I can copy isolated basic strokes <u>with support</u>.	I can use a <u>very</u> limited number of isolated words that are repetitive. If applicable, I can copy basic characters with some accuracy.	I can use a limited number of memorized words and phrases in context.	I can use learned words and phrases on familiar topics in context.	I can use a variety of <u>new and previously learned</u> words and phrases on a range of familiar topics.	I can use words and expressions from a <u>wide range</u> of topics and expanded words <u>within</u> a topic.	I can use expanded words and expressions from a <u>wide range</u> of topics.
Language Control & Structure *How well do I use the language?*			I am <u>beginning</u> to use basic target language structures with frequent errors. If applicable, I can produce basic characters with some accuracy from memory.	I can use basic target language structures with some errors. If applicable, I can produce basic characters with accuracy from memory.	I can use basic target language structures with <u>some</u> variety in time frames. I can <u>begin</u> to implement complex structures with frequent errors. If applicable, there may be errors in the formation and use of non-alphabetic symbols.	I can use target language structures with variety in time frames. I can use complex structures with <u>some</u> errors. If applicable, there may be errors in the formation and use of non-alphabetic symbols.	I can use target language structures with a variety of time frames. I can use a variety of complex structures with <u>few or no</u> errors. If applicable, there may be errors in the formation and use of non-alphabetic symbols.
Complexity of Written Expression *How elaborate is my use of language?*	I can copy or transcribe words <u>with support.</u> There is no complexity in self-produced target language.	I can use familiar words, phrases, or incomplete sentences to complete lists, forms, charts, or organizers.	I can use memorized language structures to create phrases or simple sentences. I can supply information within a given structure (form, chart, organizer).	I can <u>recycle</u> learned vocabulary and structures to <u>create</u> simple sentences and questions on very familiar topics, but I may not be able to sustain sentence-level writing all the time. I can <u>create</u> original lists, short messages, postcards, and simple notes.	I can create original sentences with some <u>reliance</u> on memorized phrases. I can describe or explain with <u>some</u> details and elaboration. I can use complete sentences with <u>some</u> connectors and transitions appropriate for this level.	I can create original sentences with <u>little reliance</u> on memorized phrases. I can create paragraph-length discourse with connectors and transitions appropriate for this level. I can describe or explain with details and elaboration, and <u>begin to</u> provide clarification or justification.	I can create complex sentences <u>without</u> reliance on memorized phrases. I can create multiple paragraph discourse with <u>a variety of</u> connectors. I can narrate, argue, or explain with details, elaboration, clarification, or justification.
Comprehensibility *How well am I understood?*	I am not understood in self-produced target language due to reliance on another language.	I can be understood with <u>great</u> difficulty by someone accustomed to language learners, although errors are to be expected.	I can be understood with difficulty by someone accustomed to language learners.	I can be generally understood by natives accustomed to the writing of language learners, but gaps in comprehension may occur.	I can be understood by natives accustomed to the writing of language learners, although additional effort may be required.	I can be generally understood by natives <u>not</u> used to the writing of language learners, but there are likely to be gaps in comprehension.	I can be understood <u>readily</u> by natives <u>not</u> used to the writing of language learners.