

# PERFORMANCE ASSESSMENT RUBRICS

## UNIT 1

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T45

| Level        | Writing Proficiency Indicators   |
|--------------|--|
| Beginning    | The title names the job or occupation: <i>Nurses</i> . The paragraph itself is composed of sentences that follow the same basic pattern: <i>Nurses work in a hospital. They take your temperature. They keep you company. They call the doctor.</i> Most sentences feature an action verb in the simple present. If the paragraph is paired with a photo, there may be an attempt to create a caption in the present progressive. Adverbs, adjectives, and the use of <i>also</i> are rare.  |
| Intermediate | The title follows the pattern in the model: <i>Teachers Are Empathetic</i> . Sentence structures show some degree of flexibility and variation: <i>Teachers help students learn. They are kind and patient. They like to read stories, and they also know a lot about the world.</i> The paragraph is mainly in the simple present, but the caption for the photo makes accurate use of the present progressive. An adjective or adverb, including the modifier <i>also</i> , appears at least once.   |
| Advanced     | The title may innovate or extend on the pattern in the model: <i>Good CEOs Are Strong but Empathetic</i> . Sentence structures show a high degree of flexibility and variation: <i>Good CEOs are strong, but they also know when to be empathetic. They know how to give an exciting speech, for example, but they are great listeners, too.</i> The paragraph is mainly in the simple present, but the caption for the photo makes accurate use of the present progressive. Adjectives and adverbs, including the modifier <i>also</i> , appear frequently. |

## UNIT 2

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T83

| Level        | Writing Proficiency Indicators   |
|--------------|--|
| Beginning    | The expository text begins with a sentence that tells about the problem. The rest of the paragraph tells about the solution, but there may be fewer than three details. The text may also lack a concluding sentence that tells about the impact or benefit of the solution, or the conclusion may be generic: <i>The solution helps a lot of people</i> . A picture or drawing, if provided, may not have a clear connection to the text.   |
| Intermediate | The introduction of the expository text consists of two or more sentences telling about the problem. The main part of the text provides a bit of context and describes three events or details pertaining to the solution. The text ends with a sentence or two that clearly state the impact or benefit of the solution. A picture or drawing is included that illustrates a scene or detail from the text.   |
| Advanced     | The expository text expands on the model provided in the Student's Book. The introduction, for example, may describe the problem in greater detail, and the solution may consist of more than three steps, events, or details. The text ends with a statement that tells about immediate and long-term benefits of the solution: <i>Their solution not only helps people in their community, but might also benefit people in other places around the world.</i> The picture or drawing illustrates a key scene or detail from the text. |

## UNIT 3

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T119

| Level        | Writing Proficiency Indicators  |
|--------------|---|
| Beginning    | Title names the topic (e.g., <i>Basketball</i> ). Main part of essay may state an opinion or preference: <i>I like basketball</i> . Evidence or reasons in support of position may restate preference in slightly different words: <i>Basketball is fun</i> . Presenting a counterargument is difficult for students at this level and is usually not attempted. A conclusion may also be lacking.  |
| Intermediate | Title states topic in terms of a command or idiom: <i>Eat Your Vegetables!</i> Main idea or argument is presented in a straightforward way: <i>More people should become vegetarian</i> . At least three pieces of supporting evidence are included. A counterargument is presented that may begin with the frame <i>Some people say/think that</i> or some variation. Rebuttal consists of at least one reason stating why student disagrees. A concluding sentence summarizes main argument.  |
| Advanced     | Title foreshadows main idea: <i>Watching Movies Is a Great Way to Learn English</i> . Main idea or argument is presented with some elaboration: <i>In my opinion, the best way to learn English is by watching movies with subtitles</i> . At least three pieces of supporting evidence are included. A counterargument is presented that may begin with the frame <i>Some people say that</i> or a more advanced clause, such as <i>While it is true that</i> . Rebuttal consists of two or more reasons stating why student disagrees. Conclusion succinctly summarizes main ideas. |

## UNIT 4

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T157

| Level        | Writing Proficiency Indicators  |
|--------------|---|
| Beginning    | Title consists of a single word or phrase. Poem may be fewer than 10 lines, and student may have neglected to organize the poem into separate stanzas. Though the text is on topic (i.e., it is about words, languages, or numbers), the student appears to have difficulty expressing nuances in thoughts and feelings. The ideas expressed might, therefore, feel like a list of loosely related thoughts and impressions. As a result, the theme might be difficult to define. |
| Intermediate | Title consists of a phrase that evokes the poem's theme or main idea. Text consists of 10 lines organized into two stanzas. Student is able to clearly express thoughts and feelings about some aspect of language or numbers. Through repetition of key words and phrases, or some other structural technique, student shows an awareness of theme.  |
| Advanced     | Title consists of a phrase that cleverly evokes or foreshadows the poem's theme, main idea, and/or mood. Text consists of at least 10 lines organized into two or more stanzas. Student expresses thoughts and feelings with some degree of nuance. Theme is clearly established through repetition of key words, ideas, or images. Overall, student shows an advanced understanding of rhyme, rhythm, and/or other aspects of poetic language.                                   |

# PERFORMANCE ASSESSMENT RUBRICS, continued

## UNIT 5

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T195

| Level        | Writing Proficiency Indicators   |
|--------------|--|
| Beginning    | Title names a character, the setting, or task. Narrative proceeds in a straightforward way and is focused mainly on literal events, not so much on inner experience. People, places, and events are named (as opposed to helping the reader visualize them through the use of evocative detail). There are few, if any, signal words such as <i>First</i> , <i>Next</i> , <i>Then</i> , and <i>Finally</i> . The narrative may end abruptly, without a clear indication of why the event was important or memorable to the writer.                               |
| Intermediate | Title refers to the task or challenge at the heart of the narrative (e.g., <i>My First Spelling Bee</i> ). Story is focused mainly on literal events, but also includes a few details in connection with the narrator’s thoughts, emotions, and physical sensations. Descriptive words help the reader visualize characters and events. There are a few signal words such as <i>First</i> , <i>Next</i> , <i>Then</i> , and <i>Finally</i> . The narrative ends with a statement that tells why the event was important or memorable to the writer.              |
| Advanced     | Title evokes the mood or spirit of the narrative (e.g., <i>Going for the Gold</i> ). Literal events are supplemented by descriptions of the narrator’s thoughts, emotions, and physical sensations in a way that makes the story come alive. Vivid adjectives and adverbs help the reader visualize characters and events. Signal words, including <i>First</i> , <i>Next</i> , <i>Then</i> , and <i>Finally</i> , are used throughout to enhance the flow of events. The story ends in a way that shows why the event was important or memorable to the writer. |

## UNIT 6

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T235

| Level        | Writing Proficiency Indicators   |
|--------------|--|
| Beginning    | The biography consists of two paragraphs, each about 2–4 sentences in length. The first paragraph tells about the subject’s birth and place of origin, while the second paragraph tells about an important achievement. Dates are used, though other words and phrases showing sequence of events are rare. Conclusion is abrupt, and neglects to explain how the subject impacted or influenced the world.  |
| Intermediate | The biography consists of two paragraphs, each about 6–8 sentences in length. The first paragraph tells about the subject’s early life, while the second paragraph tells how the subject became the person he or she wanted to be. Dates and other markers are used to show the sequence of events. Conclusion briefly explains how the subject impacted or influenced the world.  |
| Advanced     | The biography consists of two paragraphs, each about 9 sentences in length. The first paragraph tells about the subject’s formative years, focusing on dreams, aspirations, and influences that shaped the course of his or her life. The second paragraph tells how the subject overcame obstacles in the pursuit of his or her dreams. Dates and other markers are consistently used throughout to help the reader follow the sequence of events. Conclusion explains in an eloquent way how the subject impacted or influenced the world. |

## UNIT 7

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T273

| Level        | Writing Proficiency Indicators  |
|--------------|---|
| Beginning    | A straightforward claim is made ( <i>The sounds of nature are relaxing.</i> ), followed by a simple suggestion ( <i>We should listen to nature music.</i> ). Supporting reasons are limited, and not likely to include outside research. The conclusion consists of a simple restatement of initial claim or suggestion. Sentences with coordinating or subordinating clauses, if attempted, may not be correctly formed.       |
| Intermediate | A well-stated claim is followed by a suggestion that is logically connected. Two or more reasons are offered in support of the recommended course of action, including one piece of evidence from an outside source. The conclusion restates the main idea and refers back to research that was offered in support. There are one or two sentences with a dependent clause.   |
| Advanced     | A well-stated claim is followed by a suggestion that is logically connected and explained in some detail. Three or more reasons are offered in support of the recommended course of action, including at least one piece of evidence from an outside source. The conclusion restates the main idea and refers back to research that was offered in support. Sentences with a dependent clause appear multiple times throughout. |

## UNIT 8

### PERFORMANCE ASSESSMENT RUBRIC

#### Rubric for T313

| Level        | Writing Proficiency Indicators  |
|--------------|---|
| Beginning    | The title attempts to engage the reader's interest, but may fail to reflect the story's overall mood. The first paragraph introduces the main character and setting, while the second and third paragraphs tell about the character's introduction to the new world. Overall, the story is brief and does not include many adjectives or adverbs. There may also be a fair degree of repetition in word choice.   |
| Intermediate | The title grabs the reader's interest and conveys the overall mood or atmosphere. The first paragraph introduces the character and setting, while the second and third paragraphs tell about the main character's introduction to the new world. Overall, the story is told in adequate detail and includes a number of descriptive words, especially at key points in the action. Synonyms are also used to add variety to word choice.                                |
| Advanced     | The title grabs the reader's interest by foreshadowing an interesting detail from the story while at the same conveying its mood or atmosphere. The first paragraph introduces the main character and setting in a way that makes the reader curious as to what will happen next. The second and third paragraphs tell about the character's introduction to the new world, which is described in vivid detail. Synonyms are widely used to add variety to word choice. |